



REPORT

OF

THE JUBILEE CELEBRATION

OF THE FOUNDATION OF THE

YORKSHIRE SCHOOL FOR THE BLIND;

AND OF THE

CONFERENCE OF MANAGERS,
TEACHERS, & FRIENDS OF THE BLIND,

HELD IN THE MANOR HOUSE, YORK,

JULY 16ти ТО 26ти, 1883.



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The Managing Committee of the Yorkshire School for the Blind, while acknowledging their obligations to the kind friends who prepared, and read valuable papers before the Conference, wish it to be understood that they do not hold themselves responsible for any statements made either by the readers or by individual speakers.

PREFACE.

The following Report of the proceedings in commemoration of our Jubilee would not be complete without a preface which may record the auspicious incident which prefaced those proceedings.

H.R.H. Albert Edward Prince of Wales, on his arrival in York for the Meeting of the Royal Agricultural Society, in the Evening of Monday, July 16th, proceeded first to Divine Service in York Minster, and on his way thither was graciously pleased to visit the King's Manor House. Approaching the Building through the Gardens of the Yorkshire Philosophical Society, His Royal Highness, attended by his suite and by Sir George Wombwell, Bart., Major-General Cameron, and others, was received at the Garden Entrance by the Committee and Mr. Buckle, the Superintendent, and conducted through the Courtyard and the Building in which the Exhibition was then being collected. His Royal Highness expressed great interest in the history of the place and in the work exhibited; and, having listened to the singing of the Pupils, which elicited the Prince's approval, he graciously accepted, at the hands of the Rev. W. F. Wilberforce, a handsomely bound copy of the History of the King's Manor, illustrated with etchings by Mr. Buckle, and left the premises amid the applause of a select company assembled to welcome and do honour to the Heir to the throne of England.

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THE COUNTY MEETING IN YORK.

In connection with the Jubilee of the Yorkshire School for the Blind, a County Meeting was held on Thursday afternoon, July 19th, 1883, at the Festival Concert Room, in the city of The Earl Fitzwilliam, K.G., President of the Institution, presided, and was supported by the following gentlemen: -Earl of Feversham, the Archbishop of York, the High Sheriff of Yorkshire (Mr. Walter Morrison), the Lord Mayor of York (Mr. Ald. Thomas Varey), Sir Frederick Milner, Bart., the Very Rev. the Dean of York, the Hon. H. W. Fitzwilliam, M.P., the Hon. Egremont Lascelles, Hon. Payan Dawnay, Hon. and Rev. Canon Residentiary Forester, Ven. Archdeaeon Watkins, Ven. Archdeacon Yeoman, Col. Sanford, Col. Saltmarshe, Col. York, Mr. R. A. Morritt, Mr. W. H. Rudston Read, Ald. Sir James Meck, Herr J. H. Meyer, of Amsterdam Blind Institution; Herr Moldenhawer, of the Blind Institution, Copenhagen; Herr Propach, Blind School, Frankfort-on-the-Main; Mr. Hallet, Manager, Institute for Blind, Cardiff; Mr. Thos. Humphreys, Manager, Henshaw's Manchester Workshops for Blind; and Mr. Wm. Martin, Manager, Royal Blind Asylum, Edinburgh; Mr. Samuel Harris, Treasurer of the Blind Institution, Leicester; Mr. H. W. P. Pine, Midland Blind Institution, Nottingham: Revs. W. L. Palmes, W. F. Wilberforce, John Hey, Horace Newton, F. Lawrence, H. T. Cattley, N. F. McNeile, T. J. Clark, A. R. Fanssett, M. R. Bresher, W. Harrison, and H. G. Hopkins; Mr. John Hodgson, Dr. Matterson, Mr. F. L. Mawdesley, Mr. W. W. Hargrove, Mr. J. Oldfield, Mr. J. F. Taylor, Mr. Ald. Melrose, Mr. R. H. Feltoe, Mr. C. Elsley, Mr. J. Wade, Mr. R. Thompson, Capt. Lawton, Mr. W. Barnby, Mr. T. S. Noble, Mr. F. J. Munby, Hon. Sec.; Mr. A. H. Russell, Hon. Treasurer: Mr. A. Buckle, B.A., Superintendent of the York Blind School, &c.

The CHAIRMAN was warmly received on rising to address the meeting. He said he could have wished to have seen before him a larger audience, but there was a most eogent reason at that present time for taking the people to the other side of York, and when he heard a few minutes ago that there were 45,000 persons collected together at Knavesmire, it was not surprising to him that that assembly was not so large as he could have wished. But they would not look to the number but rather to the feeling of those present for results. The name of the founder of that Institution, the cause of which he had to plead, was as well known to every man in York as it could be, and not only in the county of York, but he thought the name of Wilberforee was

known throughout the whole of the civilised globe. (Applanse.) What Wilberforce did for mankind was so valuable and so great that he thought he might be excused saying more on the subject. They, the admirers of Mr. Wilberforce, in the course of time, raised up that Institution for the purpose of giving a good education to their afflicted fellow-creatures, and he was sorry to say that the funds of that Institution were not in such a good position as could be wished. But he had not the slightest doubt that any difficulty, which in the course of time might arise, would be amply met by the subscriptions of those whom he saw before him. (Applanse.) All in that room, or nearly all—there might be exeentions-enjoyed the inestimable blessing of sight; and it was, he was sure, their wish that whatever could be done to extend the benefits of school teaching to those who were afflicted should be provided for them. (Applause.) He pleaded for the School for the Blind and for his fellow-eountrymen, and he felt sure that those present would amply respond and give it their support. (Applause.)

Mr. F. J. Munby, Hon. See. of the York Blind School, read several letters of apology for absence, amongst them being those of Mr. Egerton V. Harcourt, Sir Chas. Lowther, Bart., Mr. Richardson Gardner, M.P., and Mrs. Gardner; Mr. Sydney Wood, the Right Hon. Hugh Childers, M.P., Sir John Ramsden, Bart., Hon. Colonel Dawnay, M.P., Mr. Herbert Gladstone, M.P., Hon. Guy Dawnay, M.P., Mr. H. Leatham, M.P., the Hon. Chas. Stuart Wortley, M.P., the Right Hon. H. Fawcett, M.P. (Postmaster-General), Admiral Chaloner, C.B., Sir J. W. Pease, Bart., M.P., The Right Hon. Jas. Lowther, M.P., Mr. Jos. Dodds, M.P., Mr. Reginald Wilberforce, Mr. W. Aldam (Chairman of Quarter Sessions), the Hon. C. W. Fitzwilliam, Mr. Lavanchy-Clarke, Hon. Sec. of the Blind Workshops, Paris; Mr. Anagnos, Superintendent of the Blind Institution, Boston, Massachusetts; Herr Heller, Superintendent, Blind Institution, Vienna. Egerton V. Harcourt, in his letter, stated "that though anxions to attendthe meeting, he was advised not to do so by his medical man, but he would take great interest in the success of the meeting, and would be a donor to any fund that might be raised by it. what was promised as a great benefit to the unfortunate blind adults, he hoped that the county would be glad of this opportunity of recording their veneration of the memory of the distinguished philanthropist who loved Yorkshire as much as he was loved by it, and represented it in Parliament for 28 successive years, owing to the admiration of his great abilities and disinterested Christian zeal in the cause of humanity and practical religion." Sir Charles Lowther wrote: - "The Wilberforce School for the Blind had a double claim upon his interest and sympathy, for Mr. Wilberforce, the great and good Christian philanthropist, to whose memory it

was dedicated, was, as they knew, for upwards of 25 years member for Yorkshire, in the course of which he fought and won the battle which freed this country from the disgrace of participation in the slave trade. He hoped the jubilee would have favourable results. At the time the Blind School was established the wants of the blind were comparatively little known and little attended to, whereas now the funds, which formerly might be sufficient, were greatly below the needful for present requirements. The appreciation in which Mr. Wilberforce was held by the generation in which he lived, as it appeared to him (the writer), fell far short of what was due to his position as the greatest and most distinguished Christian philanthropist of his day, and that this might be attoned for, in some measure, by the approaching jubilee was the writer's earnest wish." (Applause.)

The Charman, in asking the Archbishop to move the first resolution, said it gave him great satisfaction to hear that the name of Wilberforce was so venerated, not only in the county of York, but in Europe and on the other side of the broad Atlantic, and he felt sure that on an occasion like the present there would not be wanting the means to put into a better position the institution for which he pleaded. It had been suggested that they ought to purchase the building at present occupied as the Blind School. If they could do so they would put the Institution on a far better footing than it was at present. It had also been suggested that they might endeavour to get a reduction of the rent, but he did not think they could squeeze that out of the pockets of the Commissioners of Woods and Forests, from whom they held the expiring leasehold. (Applause.)

The Archeishop of York moved the following resolution:-

"That the Yorkshire School for the Blind, founded by eminent Yorkshiremen in 1833, as a memorial of William Wilberforce, tho representative of this county in the Commons House of Parliament for 30 years, has worthily commemorated his great example, and deserves the constant support of the present and future generation of Yorkshiremen."

He said he could not but think that it was a happy inspiration which led those Yorkshireman in 1833 to decide upon a School for the Blind as a memorial of Mr. Wilberforce, for whilst a great many memorials were creeted to their countrymen which were neither ornamental nor useful to future generations, that memorial had carried comfort to and effected the elevation of at least 350 persons in a comparatively short time. (Applause). The condition of the blind was one that required careful consideration before it could be understood. Their disability was not quite so great as might at first appear, and he would speak for a moment with reference to what he had seen. He took the chair at St. James's Hall, London, at a meeting in connection with Gilbert's Blind Institution, when there were

two eminent persons present, one was Bishop Wilberforce and the other the present Postmaster-General, who, as they all knew, was blind. The Bishop, in moving the first resolution, drew a picture of the disability of blind persons. The picture was painted in such masterly language that it made a great impression upon the audience. Near to him sat the Postmaster-General, who whispered to him that he would like to speak next. It was arranged that he should do so, and, as soon as the Bishop had finished, Mr. Fawcett sprang to his feet and said: "I have to say that I dissent from almost every scutiment of that picture which has been drawn of the condition of the blind, (Loud applause). When, a great many years ago, an accident deprived me of sight, I determined within the next twenty minutes from the injury being inflicted that I would endeavour to live my life and perform my duty as I had intended to discharge it." (Loud applause). What had been the result? He could not give the long list of what the blind were able to do, but Mr. Fawcett said he was as capable of enjoying the world and all that was in it as those persons who were present. He (the Archbishop of York) thought perhaps Mr. Fawcett's rhetoric led him a step too far when he spoke of the enjoyment he derived from scenery. Yet there must be something even in that; for, as they knew, there had been the case of a perfectly blind man who year after year went to various places in the world, and derived the greatest pleasure and satisfaction from travelling through various scenes. There was no department in the administration of the Government that was better filled than that of the Post-office at the present moment. (Applause). In fact, it was an example to all present, and he believed it was notable that the present Postmaster-General was one of the most efficient that ever promoted improvements in the Post-office. (Applause). The Archbishop then mentioned another instance, which proved that blind men on the streets were not so helpless as was generally supposed. He, while in conversation with Mr. Levy, the Collector for Gilbert's Institution, who from morning to night walked about the streets of London, asked him if he was not afraid of meeting with an accident, when Mr. Levy replied that it might surprise his Grace to be told that he was in as little danger of running against anything as the Archbishop himself, as he could tell when anything was near him, and he had no fear, except when passing crowded crossings. The facts which came before them showed how great was the work done by Institutions for the education of the blind. It was not the same as those into which they took the irrecoverable patient and tried to assuage his incurable ailment. In the Institution on whose behalf they were assembled that day they performed a much greater function. They could go to him who appeared to suffer an incurable

disability-the loss of sight-and with the help of science, care, and skill, and guided by a wish to follow the example of their blessed Lord, they gave him back in a large measure what he had They did not console him in his blindness, but they said to him, "We will try to make you see-(hear, hear), -so that you shall, at least, do without eyes that which other people do with them." (Applause.) When he remembered that the Lord said to his disciples that they should do the things which He had done and even greater, he knew that that referred in the first place to the spiritual miracles that were wrought in the name of Christ and by His power, but he also found the fulfilment of it in bodily matters very assuredly, for if there ever was a thing clear and manifest, it was that at present philanthrophy took in, in the name of their great Leader and Lord, the deaf and dumb, and made them able even to speak with the utterance of the tongueto at all events make themselves capable of making all sorts of calculations and reasoning. In that Institution they took in the poor blind creatures, and enabled them to become useful and active members of society. If the other society had given utterance to the dumb, they had given sight to the blind. (Applause.) They had done that in the fulfilment of the promise which their Lord himself made to his disciples. These were strange boasts, but they were perfectly true, and in the report of that Institution they had an account of some of those persons who had passed out of it. About 500 persons had entered the Institution, 350 of whom had received a complete education. They would all bear in mind that the causes of blindness were many and varied, and amongst them were some which rendered the persons unable to receive education. For instance, 91 persons of the number selected for admission had been blind from birth, and 53 others had been rendered blind from causes which affected the nerves or brain. But 350 had been educated since that school was commenced, and this was the result of that excellent memorial to Mr. Wilberforce which the gentry in Yorkshire had set up. (Loud applause.) That being so, he asked, was an Institution like that to be allowed to die for lack of funds? The Archbishop then read several extracts showing how blind men had been enabled to carry on business as farmers and to manage places of business. He said the instances were very surprising. He could not explain how a blind man could look after sheep and cows, but the facts he had quoted might be depended upon. Again, what had been done by means of that Institution was not merely a consummation under the sad condition of blindness, but it was a whisper to the blind man that his hands need not always hang down, nor his knees be weak, that he might become a useful member of society, and that there were walks in life which he did not dream were open to him, the only condition being that he should obtain education. (Applause.) Now, was that

a work which Yorkshire would willingly let die? There was a little pinch in the funds of that Institution at present. They paid to the Government the sum of £120 a year rent for the use of that beautiful and pieturesque house in which the Blind School was carried on. He was afraid they could not hope to soften the hearts of the Commissioners of Woods and Forests, but they could perhaps propose to them that they be allowed to redeem the lease, and then there would be the saving of the rent, and he could not but think that if that special object was brought before the ladies and gentlemen of Yorkshire they would very soon have sufficient funds to settle the matter with the Government, (Loud applause.) At all events, however that might be, they had been prompted thus far by the officials of the School for the Blind to make an effort to get it formed upon a broader basis, and he did not suppose for one moment that they would fail in accomplishing substantial good by that movement. It was quite true that the meeting was a small one. York, if he might respectfully say so, was the wrong place for meetings, and he did not think the people liked hearing speeches, but when the speeches were made, which they were not bound to listen to in the first place, but which they could read, they would put their hands into their poekets and give substantial help. Amongst the great institutions which decorated Yorknoble churches, clubs, and institutions of all kinds for the advantage of the public, there was none that deserved more of their interest than the quiet, unassuming School for the Blind, which was doing so much good amongst them. They should take eare that some good work was always in their thoughts. If they could not every day give that institution some personal service, they could, at least, give it their prayers that God would bless the work, for who eould doubt that it was in accordance with the will and mind of the Lord Jesus Christ, for it was a house in which the blind were eontinually receiving blessing, and over the portals of which they might write their Lord's words, "The blind receive their sight." (Loud applause.)

Earl Feversham seconded the resolution, and said that he did so partly from the great interest which other members of his family, as well as himself, had continually taken in the success of that Institution which they were assembled to support. (Applause.) He could only remind them that his grandfather enjoyed the friend-ship of the late Mr. Wilberforce, and was chairman of the latter's committee during that great Parliamentary contest in the year 1807, when Mr. Wilberforce was returned at the head of the poll by a very remarkable victory. (Applause.) That memorial was a worthy way of commemorating that great life and its great work. They hoped and believed that the York Blind School had carried on a most useful and beneficial work, and he had no doubt that they present and those who had not been able to come would

join them in earrying on that good work, and not only so, but in placing that school in a more satisfactory position in regard to the charge which now remained upon it. (Applause.) He for one rejoiced in the opportunity now afforded of shewing that interest and that admiration of the cause which Mr. Wilberforce had at heart, and he rejoiced in being able to contribute to the aid of the object they had in hand, to render that valuable Institution more effective and more useful. (Applause.)

The resolution was earried unanimously.

The High Sheriff then moved the following resolution:-

"That having regard to the facts that the education of the blind is not subsidised by the Government, and that the Yorkshire School for the Blind has paid to the Government, chiefly out of capital, more than \$5,000 as rent for the occupation of the Manor House, at York, the time has now arrived when Her Majesty's Government may reasonably be asked to accept a moderate sum of money in satisfaction of all future rent."

He said that when he spoke in favour of this Institution he was pleading for a good cause, which ought to come home to the hearts of everyone—(hear,)—because there was no one who could be sure that he would finish his life with the full possession of his sight. (Hear.) He supposed that there was no physical ailment the approach of which was looked upon with so much dread as the loss of sight. Having commented upon the cheerfulness and pluck of blind people in their affliction, and their evident determination to make the best of their lot, he referred to the Archbishop's remark about Professor Fawcett, and said that he could testify to that gentleman's appreciation, notwithstanding his blindness, of Yorkshire scenery, and he was also a good swimmer, an admirable oar, and an admirable statesman and Postmaster-General. (Applause.) Commenting upon the capabilities of blind persons, the High Sheriff instanced the remarkable powers in bridge-building and other work by "Blind Jack," of Knarcsbro', years ago. He felt it was their satisfaction and duty to do anything that would contribute to help those who were ready to help themselves - (applause,) and the object of these blind schools was to give the blind people a chance of making themselves useful. In some cases it might be doubtful whether it was right to help those whose physical ailments were brought on by their own negligence, but they need never fear that in the case of the blind. It was a very rare thing for a person to become blind from excess, except from that of over-study. So that, therefore, there was not in the ease of the blind any pitfall which should make them doubt whether or not they should open their purse strings. (Hear.) He would appeal to them to support that Blind Institution on the same principle as they supported hospitals-with the chief and sole object of helping our fellow sufferers. The hospitals were also of the greatest possible indirect value to the rich, because in the

hospitals medical experts were trained, and every form of disease was studied. The object of that meeting was to appeal to the people of Yorkshire to make the Yorkshire Blind School still more useful, and there could be no better way of doing this than by enabling the Committee to occupy their present premises rent free. (Hear.) Having commented upon the interesting historical features of the Manor House, where the Blind School was held, he said they wished by subscriptions to make this school worthy of the great county of Yorkshire—that the people might be proud of it, and that it might stand at the head of Blind Institutions in this country. (Applause.)

Sir Frederick Milner, Bart., seconded the resolution, and said it appeared rather an extraordinary thing in a rich and enlightened country like ours that the education of the blind should not be already subsidised by the Government. (Hear.) It was, however, a subject which they could not, he feared discuss with advantage at that meeting, but he hoped that there were few throughout the kingdom who would not agree that it was their bounden duty to support such Institutions as Blind Schools, and to do their best to alleviate the misery consequent on the affliction of blindness. Anyone living in the neighbourhood must have read or heard of the great work that this Blind School was doing; and they had heard that afternoon to what high musical perfection the pupils had attained. He considered that the members of the Government might be asked to take a sum in lieu of rent for the Blind School, and he thought they would be failing in their duty if they did not do all in their power to assist such excellent institutions as these. (Applause.)

The resolution was then carried unanimously.
The Hox. H. W. Fitzwilliam, M.P., moved:—

"That this meeting desires to invite contributions to the fund now opened in commemoration of this Jubilee, with a view to the extinction of the rent of King's Manor House, and the provision for those who lose their sight after sixteen years of age, being objects tending to complete the success of this memorial, and deserving the support of all Englishmen (especially Yorkshiremen) who honour the name of Wilberforce, as well as of all who enjoy the great blessing of sight."

He said it hardly needed any words from him to induce those present to contribute to those objects, and he hoped generously and largely. He believed that if the rent on the King's Manor House was extinguished it would be a saving to the Institution of about £115 a year. This, of course, was a very important thing, and he did hope that it might be attained. (Applause.) Another matter that they wished contributions for was to provide for those who had lost their sight above the age of sixteen. It was a great affliction to those who were born blind, but it was even more so to those who had enjoyed the great blessing of sight. It was not intended to turn this Institution

into a Blind Asylum, but to provide for the instruction of those who, not being eligible to enter that school, yet, being blind, had great claims upon an Institution of that kind, in order that they might be made able to gain a livelihood. (Applanse.)

Colonel York seconded the resolution, and said that the Institution was deserving of the support of Englishmen, and especially of Yorkshiremen, and he was sure, as in the past, they would not be backward in responding to the ery of weakness or distress, (Applause.)

Herr Meijer, Amsterdam, supported the resolution, and referred to the admirable speeches of John Bright and the Duke of Westminster on the previous day at the Upper Norwood Blind Institution. He spoke of the progress that had been made since they had a conference of blind school managers at Paris, in 1878, and he said that the commemoration of the fifty years' existence of the famous Wilberforce School for the Blind was highly esteemed on the Continent. (Applause.) He then presented to the York Blind School Committee a document, signed on behalf of twenty Blind Institutions in Europe and various parts of England, which was to the following effect:—"In commemoration of the Wilberforce Memorial Jubilee, 1883, of the Yorkshire School for the Blind, established at the Manor House, York: Superintendent, A. Buckle, Esq., B.A.; president of the Managing Committee, Rt. Hon. Earl Fitzwilliam, president: most earnestly wishing for its prosperity, and giving the most sincere assurance of well-deserved sympathy."*

Herr Moldenhawer, Copenhagen, supported the resolution, and gave a description of the Danish system, at the same time advocating Government grants in aid of Blind Institutions.

Herr Propach, Frankfort-on-the-Main, supported the resolution, and it was carried.

The LORD MAYOR OF YORK proposed a vote of thanks to Earl Fitzwilliam for presiding, and testified to the great interest which the chairman took in the promotion of the success of Schools for the Blind, especially that of York.

The DEAN OF YORK seconded the resolution, and in doing so said that he had always regarded the remarkable utterance of Mr. Fawcett in Exeter Hall as that of a hero, or one who was eminently a Christian, which was one and the same thing. (Applanse). The true spirit of Christianity was not to sit down and grumble over the blessings which God in His providence had chosen to withhold from us, but rather to endeavour to cultivate those many blessings which He still

^{*} A copy of this valuable document, and of another which came to hand more recently from Frankport-on-the-Main, will be found in the Appendix to this Report.

gave us—(hear),—and, in this way, their good friends the blind, as the High Sheriff truly said, exhibited pluck and genial temper. (Hear). It was their duty to give to them that encouragement and support which they deserved and so eloquently claimed (Applause.)

The resolution was then carried unanimonsly.

The CHAIRMAN acknowledged the vote of thanks, and the meeting terminated with the singing of the National Anthem. During the proceedings the following programme of music was tastefully rendered by several male and female pupils of the York Blind School:—

Mr. Strickland, the assistant music master, acted as accompanist.

OPENING OF THE EXHIBITION OF ARTICLES MADE BY THE BLIND, AND OF APPARATUS USED IN THEIR EDUCATION.

At the close of the Meeting in the Concert Room, the Lord Mayor of York opened an Exhibition of Useful and Fancy Articles in the Wilberforce School for the Blind. There was a large number of ladies and gentlemen present, the majority of whom had attended the meeting. The articles on view were very tastefully dispersed throughout the various rooms of the Institution, and the visitors also had the opportunity of seeing the pupils of the school engaged in basket-making and other work.

The Dean of York, as Chairman of the Committee of Management, requested the Lord Mayor to open the Exhibition.

The Lord Mayor, in according to the Dean's invitation, said the exhibition was of a very interesting character, inasmuch as it consisted entirely of articles made by the blind, not only in this country, but in various parts of the world. There were some excellent specimens of workmanship, and it was truly marvellous how some of those articles should have been made by blind people, There was no doubt the blind were able to make up in a great measure for their want of sight by the greater development of other senses; and, although the industrial employment of the blind was more generally restricted to articles not requiring very delicate manipulation, still instances were recorded where blind persons maintained themselves as clock and watch cleaners, sculptors, surveyors, &c. In the beautiful display around that company were many examples of their remarkable skill. It seemed to his lordship very fitting that a philanthropic institution like that should be associated with the memory of one whose whole life was spent in doing works of beneficence, and he trusted that all Yorkshiremen who honour the memory of William Wilberforce, and who take an interest in the welfare of the blind, would come to the help of the Committee, and thus make the Jubilee Celebration a great success by enabling them to largely develop the usefulness of that valuable Institution. He had great pleasure in declaring the Exhibition open. (Applause.)

The High Sheriff of Yorkshire (Mr. Walter Morrison) said he felt great pleasure in having to propose a vote of thanks to the Lord Mayor for his courtesy in opening the exhibition of the products of the blind. All who have been in York during the present week must be grateful for the attention and kindness which had been paid to visitors by his lordship. (Applause.)

The DEAN, in seconding the proposition, said that the present week had been a very onerons one for the Lord Mayor, and they all felt that he had exerted himself to very great purpose, and that his labours had been crowned with success. He ventured to think that the success of his lordship's efforts had been far greater than he could have anticipated, and it was something, he thought, for the Chief Magistrate of the city of York, on an occasion like the present, to hear on all sides expressions of unqualified approval of what he had done. (Hear, hear.) The Prince of Wales, who had visited the city, had before leaving it expressed his pleasure at the wonderful courtesy which he had received during his visit. had heard that the Prince had said that he had never enjoyed a visit more than he had done on this occasion, and that he had been kindly and courteously treated everywhere. He had been struck with the fact that good behaviour had permeated all classes of the community. He (the Dean) had been told that the police had had no difficulty in dealing with the vast numbers of persons that had come into the city, and they had had no cases of drunkenness, and hardly any other case worth speaking of. All these circumstances must conduce to the great satisfaction of the Lord But if there was one shadow which had been thrown over the whole proceedings-and one which he felt sure was shared by all in the city with regret, it was that the Lady Mavoress had

been prevented through indisposition from participating in the civic hospitalities. It had been not only an occasion of much disappointment, but much personal suffering, but he hoped that her ladyship was now recovering, and that she would soon be once more amongst the citizens. There was one circumstance which ought to be recognised, and that was that the building in which they were standing was devoted to the welfare of the blind in order to commemorate the work of one of the greatest men England had ever possessed, a man of whom not only Yorkshire, but the whole English nation was proud. They could not forget that that was the tenth anniversary of the death of his illustrious son, Samuel Wilberforce, Bishop of Winchester. He had not the privilege of knowing the father, but he knew the son, and he could say heartily and conscientiously that he was worthy of the great name which he bore. In conclusion, the Dean said that he trusted that occasions like the present would not be merely of passing interest in what was around them, but that they would help them to emulate the great examples of the practical and useful Christian life of those who had gone before them. (Applanse.)

Mr. F. J. Munby asked leave to support the resolution, and said the building in which they were met was one of great traditions, but the school depended not only on their buildings for its traditions. The school and its associations had names connected with them which had hitherto had, and he believed would continue to have, widespread influence for good. Among the cloud of witnesses who sympathised with them on that occasion were not only William Wilberforce and Samuel, his greatest son, but William Vernon Harcourt, William Taylor, and others, without whom the institution would never have attained its present position. It was to him (Mr. Munby) a matter of the deepest interest that about three months before he was born, the first secretary of this school—a man whom he was proud to follow—wrote in the report for the year 1836 these words: "Possibly at some future period the bounty of the Crown may not be intercepted by the construction of the term 'district schools,' so limited as to exclude schools for the blind, and in that case it might be hoped that the lease might be converted into a grant." On that subject they had heard many remarks in the Concert Room, and more they certainly must do if they hoped to carry out the wishes expressed in that report. This wish had been cordially endorsed by Canon Harcourt, second to none among the noble names which had adorned this city and county—(applause),—and were supported by an influential committee of that day. To effect an alteration they must now put their shoulders to the wheel with great earnestness. (Hear, hear.) It was no credit to the county, he thought, that towards this school there were only 350 sub-

Though they had money funded and many friends, they had a future before them, and if they would hand down to the succeeding generation anything worthy of those who had gone before them, they must show that the present generation was willing to do their part towards the maintenance of the school. (Applause,) In order to have its work completed, this Institution should be in a position to support a class of sufferers in addition to those whom it already included. Their Continental friends had spoken at the previous meeting of the importance of providing work for those who lost their sight after they attained the age of fifteen years, and the whole question, so far as the York Institution was concerned, depended upon their relations with the Government. Their premises, which were formerly Church property, were now owned by the Commissioners of Woods and Forests, and this body was responsible to the Crown for a certain As a fact, out of the pockets of the promoters of the Wilberforce School they now received a more substantial income than they ever received before. That income had amounted in the aggregate to fifty times £115, and that sum they must, he thought, respectfully submit to the Crown was enough for it to have received. It was, in fact, more than double the value of the (Hear, hear.) The time was come when they ought to bestir themselves, in order to get rid of the burden. The State should wake up, and recognise their duty towards the blind. Mr. Munby then referred to a letter which had been received. and which showed the views of the United States Government on the education of the blind, and this was quite contrary to the principles of the British Government. He then read the following extract from the communication:—"The theory of our Government is that it is expedient for the State to see that every child receives an education—that it is cheaper and wiser to make a citizen than it is to maintain a pauper; and the more defective the child is the greater is his need and the State's obligation; therefore, all our schools for the blind, for the deaf and dumb, and for the imbecile, are either altogether or in part maintained by the State." (Applause.) In conclusion, Mr. Munby thought the time had come when our Government ought to make a new departure in regard to their relations towards the blind, and especially those with the Wilberforce Memorial School. (Applause.)

The resolution was then passed.

The Lord Mayor, in replying, said it offorded him great pleasure to promote the interests, welfare, and prosperity of his fellow citizens, and he wished the promoters of this Institution every success. (Applanse.)

The Hon, Secretary then observed that one of the most interesting specimens of work in the Exhibition was a collar made by Laura Bridgeman, now fifty years of age, who was both deaf,

dumb, and blind. Her own handwriting was framed with her work, and she had seut a message from Boston, Massachusetts, regretting her inability to be present at the meeting.

The proceedings then terminated.

The articles exhibited were arranged in the boys' dayroom, the boys' schoolroom, and in one of the boys' dormitories. These are three of the finest old rooms in the house, and having been tastefully fitted up, added much to the appearance of the exhibits.

The following is a list of the exhibits:-

AMERICA.—Louisville, Kentucky.—The American Printing House for the Blind.—Raised map of S. America; raised and dissected map of the United States; various books in the Boston raised type and in the New York point type; and writing guides. The American Printing House for the Blind have sent these very interesting exhibits as a present to the Yorkshire School for the Blind.

PERKINS' INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, BOSTON, UNITED STATES.—Lace collar, worked by Laura Bridgeman (deaf, dumb, and blind), and various articles in wool work; books in the Boston raised type. Mr. Anagnos, the Superintendent of this Institution, writes:—"Please accept all these for your Institution, as a small token of my high appreciation of its excellent work and management."

Austria.—Jewish Blind Institution, Vienna.—Modelling by the blind, in clay. This branch of education is pursued for the purpose of teaching the young blind children to use their fingers, and give them some knowledge of form: for the same purpose are the drawings in braid and pins on cushions, which are wonderful examples.

DENMARK.—Copenhagen Royal Blind Institution.—Baskets, brushes, rope and twine, woolwork, shirt sewn by hand and machine, capitally made shoes (this Institution excels in teaching the blind this handicraft), blind type in Roman and Braille characters, and samples of lead pencil writing by means of the Guldberg apparatus, an invention of one of the teachers in this school.

France.—Paris Workshops for the Blind.—Brushes, feather dusters, polished work-table and turned wood-work, netting, &c.

Holland.—Institution for the Instruction of the Blind, Amsterdam.—Knitted silk purses (one being worked in the York city colours), articles of woolwork, knitted antimaccassar, with the words "Wilberforce School;" brushes marked "York, 1883;" stockings, socks, and game bag; also specimens of writing by the blind.

ABERDEEN.—Mr. Meldrum, Blind Missionary Teacher, of Aberdeen, exhibits shawls, stockings, and a rat-trap, made by blind persons whom he visits: and also a work called "Light or Dark Paths," being a description of several Blind Institutions,

ABERDEEN BLIND INSTITUTION.—Fishing lines, ropes, lawntennis nets, game bag, mill banding, and tarred belting.

Belfast Workshops for the Blind. Wicker chairs, with enshions, brushes, carpet woven by the blind.

Bradford.—Brushes for machinery and domestic purposes, &c.; large selection of wool work.

British and Foreign Society for Promoting the Education of the Blind.—Very interesting raised maps for class work; books in various kinds of raised type, and other apparatus for the instruction of the blind.

Cardiff.—Hearth-rug, wool mats, door mats, matting, and baskets.

Dunder.—Institution for the Blind.—Two wicker chairs, ebonised and upholstered, two soiled linen baskets, one oval dress basket, one piece of cocoa-nut matting, one piece of jute matting (variegated eolours), one sample hair mattress and pillow ticks, an assortment of brush work, fancy slippers, and jugs; also a photograph of a steam saw managed by a blind man in the cutting of firewood—a department of labour extensively carried on at this Institution.

EDINBURGH.—Royal Blind Asylum and School.—Combining education and industrial employment. 150 males, 50 females, 50 juveniles. Exhibits: Mattrasses of hair, wool, straw palliasses, spring mattrasses, bolsters and pillows, bedding for steam ships, basket-work and cane-seating, sacks for grain and potatocs, mats and eoeoa-matting, brushes (in the form of a trophy), and fancy knitted and netted work, hand sewing.

LIVERPOOL.—Hardman Street School.—Samples of woolwork and knitting, brushes and baskets. Cornwallis Street Workshors for the Blind,—Brushes (a great variety), plain and wool-bordered mats, cork fender, poop netting, string matting, and cushioned wieker chairs.

LONDON.—Society for Preventing Blindness.—Models of gymnastie exercises, to promote physical development and assist in preventing blindness, together with various pamphlets on these subjects.

Manchester.—Henshaw's Blind Asylum.—Wicker ehair, chair-seating, and woolwork.

NOTTINGHAM.—Midland Institution for the Blind.—Basket work in all its branches, including hampers, market baskets, pic-nic, chairs, tables, satin-lined work-baskets, fire-screens in black and gold, flower vases, linen hampers, &c.; brushes, including household brushes of all kinds; cocoa mattings, plain, checked, and striped; cocoa mats, showing all qualities, and figured insertion (these mats are all loom made, with selvage), also a large mat, in which is worked the Nottingham coat of arms in coloured wools and fibres. This mat has been made entirely by the blind, by the aid of a new apparatus, which is also shewn, consisting of a board bored full of holes, in which are pegs, with the Braille letters upon them. In the wool department, the Nottingham display includes all kinds of fancy articles made by the girls, comprising shawls, cuffs, cushions, mats, dolls dressed, slippers, &c. There are also a lawn-tennis net, Braille music from the Cathedral Psalter. The whole of these goods have been entirely made by the blind,

SHEFFIELD.—Blind School.—Baskets, knitting, shoes, and improved shoemakers' tools for the blind.

Sheffield.—Workshops for the Blind.—Brushes, mat, canework, rugs, &c.

Salford.—Workshops for the Blind.—Baskets, stringmatting, miniature hair mattress.

SOUTHSEA.—Blind School.—Woolwork.

Yorkshire School for the Blind.—Map of York, constructed under the superintendence of Mr. Littledale, late superintendent of the school; maps of Egypt and Palestine; two of Europe, two of England in Plaster of Paris: one of England, in wood dissected; wicker picture frame, made by a former pupil of the school: Pin-type, Guldberg, and Braille writing frames, with specimens of writing done in each; Taylor's arithmetic board and pegs: geography of Yorkshire, printed at the school; History of the School, in type for the blind, by H. N. Hobbah; History of the School, illustrated, by A Buckle, B.A.; casts of leaves of trees and fruit for the use of the blind; first magazine for the blind printed at York Blind School in 1839; and books in Moon's, Braille, and Worcester types. The bulk of the industrial productions of this Institution was, of course, exhibited in the special salerooms of the School.

On Friday afternoon, July 20th, 1883, a Special Concert was given at the York Blind School, and was well attended. The subscribers to the School and members of the Blind Conference

were admitted free, whilst strangers were admitted at a small charge. The following was the Programme:—

Mr. A. Buckle, B.A., Superintendent of the School, delivered a lecture in the Music Room of the Institution, on Friday evening, July 20th, 1883, on "Appliances for the education of the blind." The Dean of York presided, and briefly introduced the lecturer. Mr. Buckle said it was a singular thing that for many years the education of the blind should be so far behind that of seeing people, and it was not until the last century that it seemed to have struck any one that the blind could be systematically educated. There had been cases where blind persons of great energy and perseverance had educated themselves; notable instances of this being Professor Sanderson, of Cambridge, who was a Yorkshireman, and another extraordinary man of the same county-"Blind Jack" of Knarcsbro'. It seemed to be taken for granted that loss of sight was a complete impediment to the acquisition of knowledge, until a celebrated Frenchman, Valentine Hany, about a hundred years ago, first conceived the idea of giving the blind systematic education. Mr. Buckle then pointed out that it was interesting to Yorkshiremen that in 1821, as mentioned by Dr. Moon in his book, "Light for the Blind," the Lady Elizabeth Lowther brought from Paris some embossed books for the blind for the use of her son, now Sir Charles Lowther, Bart. She procured some types, and Sir Charles, aided by a man-servant, embossed the Gospel of St. Matthew, -a copy of which, from Dr. Armitage's exhibits, Mr. Buekle passed round to the audience. This was probably the first printing for the blind done in England. The lecturer went on to shew how Mr. Gall, of Edinbro', in 1827,

printed the first book for the blind for sale; and how, in 1840, Mr. Alston, of Glasgow, by the aid of a grant of £400 from the Lords of the Treasury, completed the printing of the Bible in embossed Roman capitals. It was then shewn how the Rev. W. Taylor, the first Superintendent of the Yorkshire School for the Blind, took part in the earliest printing for the blind; how, shortly after, Lucas' and Frere's systems follow, and then the valuable type of Dr. Moon; and finally, perhaps the most valuable type of all, the French point-type of M. Braille. Mr. Buckle then described various systems of writing; pin-type, the oldest, and the Guldberg lead pencil, invented at Copenhagen. The methods of working arithmetic were then dwelt on, especially that of Mr. Taylor, which the lecturer considered the best of all known methods. The lecturer also spoke of the raised maps, modelling in clay, and other means of educating the blind.

Mr. Martin, the Director of the Royal Blind Asylum and School, Edinburgh, moved a vote of thanks to Mr. Buckle for his interesting lecture.

Mr. Hall, Hon. Sec. of the Swansea Blind Institution, seconded.

The Rev. W. F. WILBERFORCE moved a vote of thanks to the Dean for occupying the chair.

The Sheriff of York seconded.

The Dean, in reply, said the lecture had afforded him great pleasure, and added to his stock of knowledge on this interesting subject.

On Saturday afternoon, July 21st, 1883, about twenty members of the Conference, accompanied by Mr. Buckle, visited the Cathedral. The Dean of York most courteously conducted the party through the grand Gothic pile, pointing out the principal features of interest, including the famous Ulphus's horn, the plate, the ancient Bible, and other relics in the vestry, the tombs of historical interest in the Lady Chapel, the ancient grandeurs of the crypt, and the beauties in architecture of the choir and chapter house. The party of visitors then attended evening service at the Minster, and immediately afterwards they accepted the Dean's invitation to tea at the Deanery. Dr. Purey-Cust shortly after tea conducted his guests over the Minster Library, and pointed out to them the manuscripts, books, &c., of greatest interest. the close of the proceedings, on the motion of Herr Moldenhawer, Officer de l'Academie, and Director of the Royal Blind Institution, Copenhagen, cordial votes of thanks were passed to the Dean and Lady Emma Purey-Cust for their kind hospitality.

SERMON BY THE RT. REV. ERNEST WILBERFORCE, D.D., BISHOP OF NEWCASTLE-ON-TYNE.

On Sunday morning, July 22nd, 1883, the Bishop of Neweastle preached in York Minster a sermon on behalf of the Wilberforce School for the Blind. His Lordship selected as his text Psalm exii., part of the 4th verse-" Unto the upright there ariseth light in the darkness." After dwelling for a moment on the spiritual light which God offered to all His people, the bishop referring directly to his subject, asked whether he could do better than briefly point out to those present some of the deeper lessons of his text. He was standing there bidden to appeal to their sympathics, and to endeavour to enlist their generosity on behalf of the children of night, for whose benefit and education the Yorkshire School for the Blind was originally instituted. "Unto the godly there ariseth up light in the darkness"-sweeping onwards like some full river of hope. These words penetrated the shadows-yea, even as they went, one great characteristic of the Scriptures marked their course. Did not the events in even ordinary life declare the exceeding accuracy of that saying to which every page of the Bible bore witness? It was not only the shadow of banishment that had fallen heavily upon him when, in his lonely isolation in Patinos, the eye of St. John was opened. and he saw the brilliant trains of the redeemed as they thronged up the steps of light and swept through the golden gates into "the city that lay four square." Never until his outward eve was smitten into darkness by the sudden blaze of the glory of the arid hills about Damaseus did Saul perceive the light of the truth, as he was led to realize it in those after days of isolation, when he lay praying in the cool house of Judas in the straight street of picturesque Damaseus. Over and over again there was produced in the heart of man what the common events of the natural world were never weary of repeating, namely, that the spiritual light shone often the clearest as the natural light was darkening. It was as the shadows deepened that the sky above made known her chiefest glory. The darkness held of earthly things, and the feet stumbled and the hands groped, as God's great majesty of night came down upon the quiet world. Yea, to look up us the solemn stars began to gather one by one, they came forth in all the grandeur of their still and passionless beauty. Let those present remember how the night revealed what the noontide brightness hid. It was certain that the heart had a power of perception that none of the other bodily organs possessed. "The pure in heart," it was written by the Master's hand, "shall see God." Very remarkable also was the power of the physically blind, both in the world of nature and in the world of grace, when, beneath a proper educating force, that power began to awake. Physically dependent, mentally free; they required a method of instruction suited to their particular needs. The old idea of the dull asylum, with its grim atmosphere, and hopeless, uninspiring run of life had gone, he trusted, for ever. In its place had come education—the endeavour, he explained, to fit blind persons to take their place in this life as well as in the life to come, and to enable them to rescue themselves from a mere dependence upon the bounty of others. And glorious already had been the results—results that only stimulated to fresh and new endeavours. There was unfolded before them a long roll of those who had, by their labours and their successes, enriched the world of science, the regions of literature, the departments of poetry, music, and art: names of those physically blind came thick and fast, and they must confess that light had arisen there even in the darkness. Again, they recognised not a few who had conquered the natural deficiencies of their cycsight, and had worked for God and man in this world. Out of their souls the indwelling light had looked forth upon others in friendly deeds, uplifting words and ennobling acts, in the light that lightened the burdens and illuminated the darkness of the lives by which they were surrounded. But were those, he asked, to stand out as landmarks in past history—those whose labours had enabled the world to bridge the chasm of time, the giant rocks by which they had crossed the ocean of the past. Those were not meant to live for themselves? Their lives were not gay and unclouded. Were they men who bestowed a passing glance or a word of pity upon the misery that stretched out mute hands of entreaty towards them? No. They had known the shadow of many darknesses-men who had borne the cross; men who had known what it was to watch and wait, and pray for light themselves, and who now could not withhold from others what God had granted unto them. Amongst the records of such men were many names of the blind who had wrestled and fought and prevailed, and who made a light to arise in the darkness of others wherever they afterwards went. It was for such a work that he now pleaded; and he was persuaded that he should not ask in vain. Fresh efforts were called for. The call would be responded to. They could not-nay, they dare not-allow any part of God's creation to be wasted that ought to find a place in the life and work of the great world that was around them. Here science and revelation spoke in unison, and the accents of their united tongue compelled attention. Evil would be the fate of that individual, that commonwealth, that country, that suffered energies, and powers, and lives to waste. Each thing in nature God had intended as fit for some work and purpose. The forces of neglected lives and of breaking hearts were capable of accumulative and awful revenge that would be only the more terrible the longer it was deferred. Over that nation that forgot God, the whole sentence of alicnation from Him hung heavily. What that body of devoted Christians and social workers who, throughout this country, were bringing light into darkness, and were causing smiles to come upon the faces of the sad-what those had averted from England might perhaps be known some day. Not for one class alone were the benefits of the inearnation of our Lord, but for everyone born into the world. That those in their fulness might be applied both to the bodies and souls of the physically blind he now pleaded. Oh! there was a blindness far more afflictive than that of the sightless eyeball, or of the man who walked in darkness amidst the waving trees and the dancing waters and the glowing flowers, and the living shafts of the many-colour light. To such a one innumerable voices called. To him the birds would sing: in his ears would rise nature's appeal one soft summer day when the universe was vocal with the praises of its God. Though upon his darkness light was rising, he who lacked God lacked all. He was a man who St. Peter pronounced to be blind, though his intellect might be vigorous, his mind clear, and his life enriched with comfort. Yea, the light was rising, and two-fold was its character. like some discriminating power armed with terrible authority to and fro in the world. But the light of God was coming, since, clothed in the flesh, Christ died for all on Calvary.

SERMON BY THE VERY REV. ARTHUR PERCEVAL PUREY-CUST, D.D., DEAN OF YORK.

On Sunday evening, July 22nd, 1883, the Dean of York preached in York Minster, taking his text from the Gospel for the day, St. Luke xvi., 1.—" Wasted his Master's goods." One hundred years ago William Wilberforce, a young man of 24, was standing at the threshold of public life. God had committed to him many and varied goods. The only son of Robert Wilberforce, a resident in Hull, he inherited from him, not only a name identified with the history of Yorkshire since the days of Henry II, and a substantial patrimony, but a disposition and capacity which gave early promise of maintaining, if not eclipsing, the repute for talent and integrity in which his father had been held amongst his fellow townsmen and friends. delicate, of feeble frame, small stature, and weak sight, and yet animated, even from his earliest years, with great activity and spirit, which made up in boyish sports for some deficiency of strength, his powers of elocution were, even in his childhood, so remarkable, that his teacher, Joseph Milner, would set him on a table to read aloud, as an example to the other boys. his talents for general society and his rare skill in singing rendered him, when a pupil at Pocklington Grammar School, at the age of 14, everywhere an acceptable guest. With the self-indulgent habits formed by such a life, he entered St. John's College, Cambridge, at the age of 17, where, amiable, animated, and hospitable, fond of repartee and discussion, he soon became a universal favourite, and the intimate friend of the future Prime Minister, Mr. Pitt. At 21 he found himself trimmphantly elected by his native town to the Commons House of Parliament, and welcomed into every brilliant and fashionable circle in London. His ready wit, his conversation sparkling with polished raillery and courteous repartee, his chastened kindness, his generous and kindly feelings, all secured him the hazardous applause with which society rewards its ornaments and victims. Nor was his success in the Senate less conspicuous. The eloquence of Mr. Wilberforce, and the part which he took in the debate attracted more notice than any of his previous speeches, until in 1784, at the close of an excited political meeting which had filled the Castle Yard here at York with an immense body of the Freeholders of the County, and called out the eloquence of many men of rank and influence, there rose upon the table from which the various speakers had addressed the meeting, a young man of so slight a frame that it seemed impossible that he could make head against the violence of the stormy weather which prevailed, and in a meeting so crowded. that men of the greatest physical powers had been searcely audible; yet such was the magic of his voice, and the grace of his expression, that, by his very first sentence, he attracted, and for an hour he continued to enchain the attention of the surrounding multitude. His argumentative and eloquent speech was received with the loudest acclamation of applause. His views, which he advocated, were adopted, and his triumphant election as member for the county speedily followed.

Truly, the goods which God had given to him were many and manifold. What would be do with them; waste them? It seemed, at first, as if it must be so. His fond mother had withdrawn him, when a child, in alarm from the influence of his nucle at Wimbledon, where he had been brought under the influence of Whitfield's preaching, and into the society of the early Methodists, and plunged him into the Society of Friends at Hull, who spared no pains to stifle any religious impressions which had been made. "I might almost say," he confessed himself, "that no pious parent ever laboured more to impress a beloved child with sentiments of piety than they did to give me a taste for the world and its devotions." When at Cambridge he complains that the object of his friends seemed to be "to make and to keep me idle." "If ever I appeared studious, they would say to me, Why in the world should a man of good fortune trouble himself with fagging?" And the friends who now surrounded him seemed to have had little object but to initiate and encourage him in a life of worldly sensuality and worldly ambition. Five fashionable clubs elected him, where gambling

and drinking were too much the order of the day; but, as he himself says, "a graeious hand leads us in ways that we know not, and blesses us, not only without, but even against our plans and inclinations." The unwillingness of a friend (Mr. Burgh) to become his companion in a Continental tour constrained him to transfer his invitation to Isaac Milner, a chance acquaintance at Searborough. "He appeared in all respects," he says, "like an ordinary man of the world, mixing, like myself, in all companies. and joining as readily as others in the prevalent Sunday parties. Indeed, when I engaged him, I knew not that he had any deeper principles. Had I known at first what his opinions were, it would have decided me against making him the offer." Truly, Milner was a wise and true friend, for while his strong sense and well furnished mind rendered him an agreeable companion, he parried the raillery of his lively companion on religious subjects, and was always ready to discuss them seriously. From time to time these discussions were continued throughout the journey, and the interest in them increased, and "at length," he says, "I began to be impressed with the sense of their importance. At length these thoughts continually occupied my mind, and I began to pray earnestly." Then followed reading of the Bible and religious books, serious reflection, and self-condemnation for having wasted his precious time, opportunities, and talents; and he returned home another man in his inner being. His first step was to open to his friends the change which had passed upon him. His second to seek the famous John Newton for that guidance which he so much needed. In a few days the desired interview took place: and "when I came away," he says, "I found my mind in a calm and tranquil state, more humbled, and looking more devoutly up to God."

And the practical result was not so much the fear of punishment by which he was affected, but a sense of the unspeakable mereies of his God and Saviour: and hence he determined to act upon a new set of principles; his powers of mind, his eloquenee in speech, his influence with Mr. Pitt, his general popularity, were now all as talents or goods lent to him by God, and for the due employment of which he must render an account, and these he resolved to devote to two objects—First, the Reformation of Manners; second, the Abolition of the Slave Trade. As regards the former. Roused himself out of a deadly lethargy, he saw, when he looked round about upon society, how universal was the evil from which he had himself escaped, and the need for some reformer of the nation's morals, who should raise his voice in the high places of the land, and do within the church and near the throne what Wesley had accomplished in the meeting and amongst the multitude; and, invoking the aid of the bishops and laity, he at once set to work, not, however, without much

discouragement. "So you wish, young man," said a nobleman whose house he visited, "to be a reformer of men's morals. Look there and see," he added, pointing to a pieture of the Crucifixion, "what is the end of such reformers as yourself!" As regards the Slave Trade, its abolition was the dream of boyhood, which had induced him, when 14 years of age, at Pocklington School, to address a letter to the Editor of the York paper, in condemnation of what he called "the odious traffic in human flesh;" and these became at once a sacred charge to him. "God Almighty," he says, "has set before me two great objects, the Suppression of the Slave Trade, and the Reformation of Manners." In this spirit he approached the strife, and it was the fear of God which armed him as the champion of the liberty of man, and from these objects he never swerved even to the end.

None can read his life without perceiving how henceforth he devoted his influence, his capabilities, his talents, his means, to promote the glory of God and the welfare of his fellows in both these respects. That his efforts were not altogether wasted in the latter, and that he did avail to be, in a great measure, the leaven of society, and to kindle, cherish, and develop the spiritual life in himself and those around him, has been acknowledged by too many to admit of question, though it was not given to him, and probably will be given to none, to purify the minds and elevate the tone of an entire generation. That he succeeded in the former is a matter of history, though it involved the well spent labours of thirty years, and was eleven times defeated, after protracted debates, in the House of Commons. That he lived unhonoured by any of those distinctions of earthly rank which are conferred upon successful politicians, is due, not to a nation's indifference and ingratitude, but to his own firm and unalterable resolution to decline that which he felt would not promote the glory of God or advance his own salvation, or that of those whose interests had been consigned by Providence to his care.

And so, to the end, he persevered with a single eye in the course which he had set before himself. God gave him, in addition to talents, opportunities and abilities, a long period of time in which to exercise them, and for fifty years his name was identified with every religious and social movement for the benefit, not only of his fellow countrymen, but of his fellow creatures in all parts of the world. And when the end came at last, by an almost unanimous requisition of both Houses of Parliament, his body was laid in Westminster Abbey, and his funeral attended by a vast concourse of his fellow countrymen, and by all the highest officials in Church and State. And here, in our midst, this Institution, established at that time, still testifies to the verdict which the men of that generation passed upon him, and which the men of

succeeding generations have in their mature judgment confirmed, that he had not "wasted his Master's goods."

Yea, we recognise to-day, that by the grace of God he was what he was, and we acknowledge the all sufficiency of that power to enable poor human nature to make the good choice amidst many temptations, and in spite of them, to endure even to the end. And seeing that he was what he was, there is something singularly appropriate in the particular form of the testimonial which they established to his memory and worth; for surely there was no class of our fellow creatures with stronger claims upon the thoughtful and beneficent to emancipate them from the abject thraldon in which, by their peculiar infirmity, they were held, than the blind. If it touched the heart of the great philanthropist that men of like passions with himself, fellow heirs of the same Heavenly Father, should be bought and sold like cattle in the shambles, and kept in a degraded state of bondage, from no fault of theirs, simply from the particular colour of their skin, and the place of their habitation: simply because, being helpless, they were friendless, and therefore the easy prey of the rapacity of the covetous, and the victim of the eruelty of the selfish. Surely it was an appropriate act to associate that memory with a vigorous effort to save those who, unheeded and unhelped, were perishing in our midst, bone of our bone, flesh of our flesh, sufferers under the mysterious hand of God, who, in His good pleasure, confers or withholds his gifts in such manner and measure as seem best to Him. Was it not a reproach to our country and our humanity that men and women, boys and girls, gifted with every faculty, moreover with vigorous intellects, warm hearts, teachable dispositions, qualified, in so many respects, to adorn and benefit society, should be left, simply from the lack of that aid which they could not provide for themselves, to become the mere helpless dependents upon others, the butt of the thoughtless and the wicked, or to swell the ranks of mendicity, if not dishonesty, that they might eat a piece of bread? God had given to these very afflicted ones also largely of His goods, and they were capable, ave and ready, to become "good stewards" of them: but they were compelled, against their will, by an iron necessity, to waste them. Men gave them indeed their compassion. The Priest and the Levite came and looked on them and passed by on the other side. The indolent and careless tossed the copper which they did not miss to blind Bartimœus, as he sat by the way-side, begging and erying "pity the poor blind;" while the dogs which licked the sores of Lazarus once again ministered to the necessity of the poor outcasts that which their more fortunate fellows would not render, and supplied guidance for their steps.

Surely to raise these, and such as these, from the gntters and from the streets, to lift them into a position of liberty, in-

telligence, and independence, was indeed a movement worthy to be associated with the name of Wilberforce. And it is worthy of notice that, though there had been several individual cases of cultivated intelligence amongst the blind, yet that the first practical effort to provide general instruction for them was made by a Frenchman, in 1783, the year of Mr. Wilberforce's change of life; and that the year of his death marks the introduction into this country of the French system of raised letters for the blind, by Sir Charles Lowther, a blind country gentleman of this county.

And the blind themselves have nobly responded to the efforts which have been made in their behalf, and proved themselves worthy of all that has been done, or can be done, to ameliorate their condition and develop their capacities and talents. I say, without fear of contradiction, that there is no class in the community shewing themselves more anxious, as a class, not to waste their Master's goods. One visit to the Exhibition now open at our School-house, or a little conversation with those who are engaged in the teaching or welfare of the blind, will astonish any enquirer by the wonderful evidence of the cultivation and refinement of their capacities, and the diligence and perseverance of their dispositions, to such an extent that they seem to have supplied the sense which is lacking, and to be able to participate and find pleasure in things which appear to us necessarily unknown to They seem to have acquired a far more delicate and advanced use of the faculties which we hold in common with them. than we have attained to ourselves, and to have discovered beauties and pleasures therein to which many of us are strangers. They are far more conscious of and appreciative of many things in nature and art than those who have eyes to see them; they seem, indeed, to have developed a sense of appreciation and apprehension of which we know nothing.

And then, oh my blind brothers and sisters, let me here express my admiration at your chcerfulness and patience, for I am persuaded that it is the result of the special gift of the grace of God to you. It is not that blindness is really no affliction: it is not that you are unconscious of being deprived of something which others around you are enjoying; it is the chivalrous, noble, heroic, determination not to repine at what you have not, but rather to press onward to a greater appreciation of the many things which God has given you to enjoy. You are teaching us, who have eyes to see and hearts to feel, that great truth which we are so slow to believe, that satisfaction and peace in life do not depend upon the abundance of the things which a man possesses; but upon hearts and feelings entirely conformed to God, and able, not only to say "Thy will be done," but to be content that the will of God should be as it is. You are shaming us when, in our petulance and weakness, we are thwarted by little

hindrances and checked by little difficulties. You are proving to us what is so difficult to realize, that we can do all things through Christ which strengtheneth us; and you are shewing us that God does give to those who seek to do His will a portion of happiness which the selfish cannot find even in the greatest abundance; so that many can indeed say with the Psalmist in his hour of trial, "Thou hast put gladness into my heart, more than in the time when their corn and iron and wine and oil increaseth," Accept this Festival, I pray you, not as a token of our charity, in the ordinary sense of the word, but of our charity in the scriptural sense, our affection, our sympathy, the token that those around you are neither indifferent to the cross laid upon you, nor to your patient, cheerful efforts to bear it; that your fellow servants say "well done;" and wishing you God speed, are ready, as far as in them lies, to help those who shew that they are so thoroughly determined to help themselves.

And what shall we say, oh my brothers and sisters, who boast and rejoice in our sight, to these things? What shall we say to such a witness to us from without? What shall we say to the witness which speaks from within in its still small voice, and tells us that we, at least, should esteem the loss of sight the greatest ealamity? What shall we say who shudder at the thought of any accident or illness depriving us of it, and who thus admit that we are handling an inestimable blessing? Are we wasting this one, at least, of our Master's goods? Wasting, alas! how many are doing far worse than that? They are defiling this precious gift; causing those eyes to become the very channels of sin to their souls; gazing on sights or reading books which it had been better and happier for them never to have seen, making them the very agents and causes of evils and sins of which, had they been born blind, they would have been born innocent.

My brethren, do we remember what goods we are handling in this matter? Do we remember that God gave them to us, not to be perverted or abused, but as good stewards, charged not to waste their Master's goods? And remember, those goods are wasted not only if that Master is dishonoured, but if He is not glorified. Those goods are wasted if our eternal interests are not advanced. Those goods are wasted if our brethren are not merely not injured or hindered, but not helped. Do we remember, also, that sight is but one of the many precious goods which we are daily handling, daily enjoying, and the value of which too many never realize until they are deprived of them, or until their time of stewardship is over, and they are called to give an account thereof? We commemorate today one who, we venture to say, did not waste his Master's goods. My brethren, what do our fellows, what do our consciences say of us? These faculties, these capacities, these opportunities, which we all, more or less, enjoy, are ours but for a little season. How

quickly the long span, of even fifty years, will pass away: how sweet, how blessed, how enviable the retrospect, at the close thereof, if they have not been squandered on self, and sense, and on mere ephemeral enjoyments, but laid out, like good stewards, to the welfare of our fellow men and the glory of our God. Temptations to do otherwise no doubt there are many. Hindrances, oppositions, discouragements, without number. So there were to him; but if his life shews us this, it shews us also that to the man whose purpose is clear and firm, whose life is leavened with constant, habitual prayer, and a humble earnest reading of the word of God, these are but the green withes which the Sampsons of faith break, "as a thread of tow is broken as it toucheth the fire"—but gossamer threads. which the true Christian brushes away from his path to life eternal. Does it seem to any of us that our gifts are trifling, that we have no powers of eloquence wherewith to sway a listening multitude: no worldly position to command respect: no abundant wealth to command influence? Has the Great Master, who has been liberal to others, been niggard to ourselves? Nav, my brother and sister, if thou hast but the one talent, remember whose it is, and from whom and for what purpose it came: be not ashamed of it, do not ignore it, do not despise it, wrap it not in a napkin, bury it not in the earth. Up and out with it into the busy market-place of the world; employ it manfully, vigorously, bravely, for Him whose stamp it bears, and who ever works His greatest purposes with the lowliest means. There is plenty of work to be done for Christ by even the humblest and the feeblest; words to be said; examples of living faith, and of the beauty of holiness, of purity, humility, and unselfishness to be lived; and who shall repine if he has availed but to influence the one sinner that liath repented, and whose repentance ealls forth, we are told, joy in the presence of the angels of God. Gird up thy loins, work for thy Lord, confess Him before men; and when the days of the stewardship are ended, ignored perhaps, imrecognised, forgotten, or despised amongst men, thou shall render thine account without fear, and thine shall be the glad welcome, "Well done good and faithful servant, enter thon into the joy of thy Lord."

The Minster Choir at this service was augmented by a number of singers from the Wilberforce School for the Blind. The Anthem was, "Achieved is the glorious work," from the "Creation" of Hadyn, in which Mr. E. Wagstaff sang, "And God saw everything," &c.; and Messis, J. Hird, E. Wagstaff, and Miss M. A. Schofield sang, "On Thee each living soul awaits,"

The Offertories at the Minster services amounted to £46 7s. 8d., and were devoted to the Jubilee Fund.

CONFERENCE OF MANAGERS AND TEACHERS

OF

BLIND INSTITUTIONS & FRIENDS OF THE BLIND.

Meetings held in the Music Room of the Yorkshire School for the Blind.

PRESIDENT:

HIS GRACE THE LORD ARCHBISHOP OF YORK.

VICE-PRESIDENTS:

THE VERY REV. THE DEAN OF YORK.

WATKINS, VEN. F., B.D., Archdeacon of York.

Armitage, T., M.D., Hon. See., British and Foreign Blind Association.

CARTER, C. S., Hon. See., Institution for the Blind, Sheffield.

Culshaw, A., Hon. Treasurer, School for the Blind, Hardman Street, Liverpool.

Hall, Joseph, Hon. Sec., Swansea and South Wales Institution for the Blind.

HARRIS, WM., Hon. Sec., Institution for the Blind, Leicester.

Hev, Rev. John, M.A., Member of the Committee, Yorkshire School for the Blind.

KINGHAN, REV. J., M.A., Principal of the Ulster Society for the Deat, Dumb, and Blind, Belfast.

MUNBY, F. J., Hon. Seey., Yorkshire School for the Blind.

Russell, A. H., Hon. Treasurer. Yorkshire School for the Blind.

WILBERFORCE, REV. W. F., M.A., Member of Committee, Yorkshire School for the Blind.

CONFERENCE SECRETARY:

Buckle, A., B.A., Superintendent, Yorkshire School for the Blind, York.

MEMBERS:

BOYLE, G. R., Dr. Armitage's Secretary.

Byers, Ada M., Hon. See., Sunderland and Durham Institute for the Blind.

Brunton, F. E., Superintendent, School for the Blind, Hardman Street, Liverpool

Brysson, Alexandra, Liverpool Workshops for the Outdoor Blind.

CATTLEY, THE REV. W. T., Fulford, York.

CAMPBELL, Dr., F.R.G.S., Royal Normal College for the Blind, Upper Norwood.

Campbell, G. M., F.R.G.S., Royal Normal College for the Blind, Upper Norwood.

CRAMPTON, CHAS., Yorkshire School for the Blind, York.

McCormick, J., Henshaw's Blind Asylum, Manchester.

CHATWIN, S., Yorkshire School for the Blind, York.

CARTER, F. W. R., Hon. See., Sheffield Institution for the Blind.

CLARK, WILLIAM GIBS, Marygate, Kent.

FLEMING, MISS, Institution for the Blind, Bradford.

Forster, S. S., M.A., Principal, College for the Blind, Worcester.

Hobban, N. H., Yorkshire School for the Blind, York,

HALLETT, FRED E., Manager of the Cardiff Institute for the Blind.

HIRST, MISS A. E., Yorkshire School for the Blind, York.

HEWITT, JAMES H., Manager, Institution for the Blind, Belfast.

Humpurers, Tuos., Manager, Workshops, Henshaw's Blind Asylum, Manehester.

IIALL, Mrs. Joseph, Member of the Committee of the Swansea and South Wales Institution for the Blind.

Hobson, Miss Mary, Hon. See, to the Workshops for the Industrious Blind, Belfast.

McLagan, S. B., Sunderland and Durham County Institution for the Blind.

LAVANCHY-CLARKE, F. H., Sec., Soeiété Internationale pour l'amélioration du Sort des Aveugles, Paris, and des Ateliers Aveugles, Paris.

Lythall, Mrs., Hon. Treasurer, Institution for the Blind, Bradford.

Lowther, P. R., Manager, Institution for the Blind, Leeds.

Meijer, J. H., Director of the Institution for the Blind, Amsterdam. MESTON, W., Manager of the Aberdeen Asylum for the Blind.

Marston, Rev. H. J., M.A., College for the Blind, Worcester.

MACDONALD, COLIN, Blind Institution, Dundec.

Moldenhawer, J., Royal Institution for the Blind, at Copenhagen.

Martin, Wm., Manager, Royal Blind Asylum and School, Edinburgh.

NEIL, SAML, Rector, Royal Blind Asylum and School, Edinburgh.

PINE, H. W. PERCIVAL, Midland Institution for the Blind, Nottingham.

SENIOR, WILLIAM, Manager, Workshops for the Blind, Sheffield.

Townson, James, Hon. Secy. of the Fund for the Blind, Accrington.

Townend, J. W., Late Chairman of the Board of Guardians, Auckland Union.

VERNER, MISS OCTAVIA JANE, Author of "Facts Relating tothe Blind" (Oakvie), 28, Cambridge Terrace, Hyde Park.

WILKINSON, M.A., Institution for the Blind, Bradford.

WYLD, JOHN, Master of Workhouse, Bishop Auckland.

WOOD, WILLIAM, Superintendent, Institution for the Blind,. Sheffield.

WOLSTENHOLME, JAS., Hon. Secy. for the Society for visiting the Blind, Blackburn.

WILSON, HENRY J., Sec., Gardner Trust for the Blind.

MONDAY, JULY 23rd.

HIS GRACE THE LORD ARCHBISHOP OF YORK occupied the chair, and there was a numerous attendance.

The Archbishop having opened the Conference with prayer, said: Before I commence my address, there are some other matters to be gone through, and I am desired to give you a message in the name of the Lord Mayor, who has provided a luncheon at the Mansion House. We must all give him our hearty thanks for this very hospitable act on his part. (Applause.) The framed address which you see here was mentioned at the meeting on Thursday. It is headed thus: "In commemoration of the Wilberforce Memorial Jubilee, 1883, of the Yorkshire School for the Blind, established at the Manor House, York: Superintendent, A. Buckle, B.A.: presented to the Managing Committee, the

Right Hon, the Earl Fitzwilliam, K.G., President: with the most earnest wishes for its prosperity, and the most sincere assurance of well deserved sympathy." It is signed by two English and eighteen Foreign Superintendents of similar blind institutions, and I think it is a very gracious and beautiful act on their part to think of sending this little message of greeting to us at the very time of our meeting. (Applause.) I may say that when Herr Meijer appears, as I think he will do to-morrow, the person who may then occupy the chair will be very glad to convey the thanks of this meeting to him. (Applause.) Mr. Munby will mention one or two subjects in connection with the meeting.

Mr. F. J. Munby: Those of us who have had an opportunity of talking matters over have concluded to recommend that the time of each paper should be limited to half-an-hour; and in the discussion, the speaker's time in each case should be limited to five minutes. If any members of the Conference have any contrary opinion, they will be at liberty to express it to your Grace. If nothing be said to the contrary, we will assume that those are the conditions under which we proceed. If there are any suggestions of a practical character bearing upon the proceedings, we shall be glad to receive them.

The Archbishor: Perhaps I had better draw your attention to what will be the material of the Conference during the next few days. His Grace then read the following programme:

- (1) Paper—"The best means to be adopted to enable the Blind to maintain themselves," Dr. Armitage, Hon. Secretary of the British and Foreign Blind Association: Vice-President of the Royal Normal College and Academy of Music for the Blind.
- (2) Paper—"The Psychology of Blindness," Mr. S. Nell, Rector of the Royal Blind School, Edinburgh.
- 8 p.m. Lecture on "The Life of Wilberforce," by the Rev. H. J. Marston, M.A., Fellow of Durham, and Reader of English Literature in the University; Second Master in the Blind College, Worcester.

Tuesday, July 24th.—Morning Meeting, 10-0 a.m. to 12-30.

- Paper—"The Higher Education of the Blind," Mr. S. S. Forster, M.A., Principal of the Blind College, Worcester.
- (2) Paper "The most suitable Handicrafts for the Blind when working in Institutions," Mr. W. MARTIN Manager of the Royal Blind Asylum, Ediuburgh.

Afternoon Meeting, 2-30 to 5-0 p.m.

(1) Paper—"The Sphere of Music in the Education of the Blind," Heer J. H. Meijer, Officier de l'Academie; Director of the Institution for the Instruction of the Blind, Amsterdam.

(2) Paper—"The Duty of Government and School Boards in the Education of the Blind," Mr. FREDK. J. MUNBY, Hon. Sec., Yorkshire School for the Blind.

WEDNESDAY, July 25th .- Morning Meeting, 10-0 a.m.

(1) "Conferences of Managers and Teachers of Blind Institutions," Herr J. MOLDENHAWER, Officier de l'Academie; Director of the Royal Blind Institution, Copenhagen.

Afternoon Meeting, 2-30 to 4-30 p.m.

(1) "The Prevention of Blindness." "The Physical Education of the Blind," Dr. Roth, Hon. Secretary of the Society for the Prevention of Blindness.

(2) "Amusements for the Blind," Mr. W. Wood. Superintendent of the Blind Institution, Sheffield. Mr. Wood will be glad if any Members of the Conference will play a game at Chess with three of his pupils.

17th July, 1883,

I have read this because I want you to understand that anyone who is able, as I am not, to attend the whole of the Conference, will learn a great deal more about the blind than he knew before, and that the whole subject of blind education and blind employment will practically be thrashed out in the course of the discussions. Every one of these speakers, I may fairly say, is perfectly competent to deal with the subject he is introducing. (Applause.)

Dr. Campbell. Royal Normal College for the Blind, Norwood: If your Grace would allow me to suggest, I think it would be an excellent plan that the speakers should be limited to five minutes: but as gentlemen have given great time to the preparation of their papers, would it not be a pity to restrict them to half-anhour?

The Archbishop: We find that rule works very well at all Church Conferences and Congresses. It is a necessary duty of a chairman to divide the time at his disposal, and I must say that almost anything that is worth saying can be said in half an hour.

Mr. Buckle (Secretary of the Conference): I would suggest to members of the Conference, especially those who have exhibits here, that we should meet about nine o'clock in the morning, in the Exhibition Rooms, in order to improve our acquaintance with each other, and for the purpose of answering enquiries with regard to our various exhibits. Then, this evening, as there are some

members of the Conference who were not here last week, and who have had no opportunity of listening to any of our music, I propose that we should have a little music between seven and eight o'clock, which will amuse and entertain those who happen to drop in before the lecture. I think it would be necessary for us, in order to carry out the business of the meeting, to have a few gentlemen appointed to act as Vice-Presidents of this Conference, and to take the chair when his Grace is not able to be present with us. I beg to submit a list of names. (Applause.)

The ARCHBISHOP then read the list of names, as follows: The Dean, Archdeacon Watkins, the Rev. J. Hey, the Rev. W. F. Wilberforce, Mr. Culshaw, Mr. Jos. Hall, Mr. W. Harris,

Mr. F. J. Munby, and Mr. A. H. Russell.

His Grace added, is it your pleasure that these gentlemen be appointed Vice-Presidents of this Conference? (Applause.)

The meeting then expressed its approval of the motion by a

show of hands.

Mr. Buckle: I have several letters here. First of all, there are very interesting letters from friends across the Atlantic. is from Mr. Huntoon, of Louisville, Kentucky, who has charge, along with other Superintendents, of a very interesting Institution called the American Printing House for the Blind. They have sent us some very valuable exhibits, consisting of two raised maps and books. Mr. Anagnos, of Boston, also sends some books and an interesting piece of work by the well-known Laura Bridgeman, who is deaf, dumb, and blind. I dare say that all the members of the Conference will take an opportunity of looking at these. Along with these exhibits, both these eminent colleagues wish me to convey to the Conference hearty wishes of success. Dr. Skrebitzky, wellknown as being a medical gentleman of St. Petersburg, who is gaining all the information he possibly can with regard to the blind, in order to improve the condition of the blind in Russia, desires me to give his kind wishes to this Conference, and specially to ask for books containing the results of experience in blind education. He has spent a large amount of time in going through various places in Germany, and he wishes to gain all the English information he can.

Herr Schild, of Frankfort; Herr Heller, of Vienna; and Herr Mecker, of Düren, desire me to convey their greetings and wishes for success. Some members will have noticed the interesting and beautiful exhibits from Herr Heller, consisting of modelling in clay. I believe he is most successful in that operation, and it is very kind of him indeed to have sent us such interesting exhibits.

(Applause.)

HIS GRACE THE ARCHBISHOP OF YORK, who was received with applause, said: Ladies and gentlemen,-I find myself in the position of having to speak at a Conference on a subject to which 1 cannot be expected to have paid any amount of special attention. and I have the further difficulty of speaking in the presence of those who have paid great attention to this very important subject. I am sure I shall have your sympathy, in the almost hopeless effort I am about to make, to open this Conference—(applause)—in a worthy manner. It is all very well to say, as one would like to say, on many of these occasions, "Ask somebody else to undertake it who knows more about it," and nothing would give me greater pleasure than to see in this chair Dr. Armitage or some other person—(applause,)—in order that the first words you listen to may be words of skill and great knowledge of the subject. But then you know the truth is there is only one Archbishop, and I am summoned to take the chair on many of these occasions for a very proper reason, of which I cannot complain. Occupying as I do this place, I ought to show what I really feel—a sympathy with all attempts at well doing that occur within the sphere of the diocese or province. (Applanse.) It is from that point of view that I am encouraged to address you, and not from any wish to speak with anthority upon the very important subject that we are now dealing with. But I should like, in the first place, to lay the foundation of the problem before us by telling you that there were, in the census of 1871, 21,590 blind persons in England and Wales, and of these the males were 11,378. In Yorkshire alone there are, I think, between 2,000 and 3,000 persons afflicted with blindness, of whom I may mention that about one in ten is born blind. In many other cases the blindness has come so early that it is almost the same, as far as the education of the young is concerned. They have only advanced a very little way, when some small pox, or scarlet fever, or something else attacks the eyes, and anybody who deals with children knows very well that anything acquired before the age of nine or ten is very speedily forgotten, and I fear that to a blind person at twenty-one it matters very little whether the calamity was sent to him when he was two years old, or eight years old, or even ten years old. We have to deal here, then, with an immense mass of disability. I will not speak of it now as misery; I will speak of it as disability in the race of life which these persons—21,590 in number—were suffering from in England and Wales in the year 1871. The mode in which these persons are employed may also interest you a little, but I will not give you too much of it. Of these 21,590 blind persons, 63, you will be surprised to hear, were engaged in general or local government, that is to say, they were doing something or other, high or low, towards the government of the country, in some place or other. No less than 172 were occupied in the defence of the country, a return that is even more surprising. In the learned professions, and all that belongs to the learned professions, were no less than 843; working the land as farmers, of one sort and another, 1105; engaged in textile fabrics, 1084; ordinary labourers, 10,684; persons of property, 935. Such is the interesting table from which I have been able to extract this.* There are no less than 21 elergymen, besides ministers of other denominations, apart from the National Church: there were 47 schoolmasters and teachers; there were about 500 who were engaged in teaching music or were musicians themselves: and undefined occupations, which I am afraid means almost no occupation, 3372. Such is the account we have to give of blind people in the country. Well, now, your attention will be occupied very shortly, after I sit down, in discussing a most important subject-" What are the blind to be taught?" The mind to teach them is very active in this country, and a Conference like this, which I trust will be followed by Annual Conferences of a similar kind-(applause,)-will uo doubt stimulate an interest in the problem, and by and bye education of the blind will be universal, An Institution like this, which has been so long a blessing to the County of York, will be paralleled by many other Institutions all over the land. There is, as you know, near London a college in a most flourishing condition, where music is taught to all the blind who can get admittance there, and who are able and fit to learn it, and many have made music their profession in consequence of that. But, if I am not mistaken, we should find that the musical profession is quite inadequate to furnish a vent for all those who come out from these Institutions to enable them to find employment. (Applause.) In the first place, it does not at all follow that the fact of blindness shall develop the musical ear. On the contrary, I suppose there must be many, and certainly there are a great many of ns who can see, who are in that condition, that we are quite bereft of a musical ear. Therefore it would be quite hopeless to attempt to make musicians of them all, whatever pains you might take, and however long you might continue your labours. It is very true that the blind, and also the deaf and dumb in another direction, by having one adit of the senses closed up, are able to attend more to the impressions that come from the others. I have myself witnessed performances on the part of the deaf and dumb, in the way of mental calculation, that it would be very difficult to parallel by rivals of the majority who enjoy their sight. And so here and there the musical ear may be developed, because more attention may be given to it, and may be developed in a degree which, if the person in question had had sight, he would not have been able to reach. But then, after all, there are, as I said just now, 11,378 male persons in this condition, and though

^{*} The statistics quoted above are from Table xxxvii., Vol. iii., Census Report, 1871, appended to which is the following note:—"Although, in some instances, the occupations of the blind (as principals or assistants) are those actually followed by the blind at the period of the Census, their former pursuits are, in the majority of eases, referred to. The returns do not admit of the employments in which persons were engaged before loss of sight being distinguished from those earried on in a state of blindness."

music was the most popular study for the blind, and people turned most naturally to it, only 500 of them were in 1871 found engaged in the study of music. I think one might fairly say that should we happen to double that number, or even to treble it, and reach 1500 employed in music, we should still have to deal with the eases of the rest of the 21,590—(applause)—in some other way. Now I will at once state my own opinion, which I have told you is worth very little. I will at once say that this table tells us plainly enough what is about to happen in the future, when it tells us that 10,684 of the whole number of 21,590 are engaged in labour. It is in the labour of the hands that you will find your great resources. (Applause.) Where you teach music, and intend it to be partly followed up as a profession, I do not see why a blind musical tutor and pianoforte tuner should not do his work as well as a seeing man does. My own pianofortes have been tuned by blind people ever since I was in Yorkshire. (Applause.) But still the disability remains, and there will always be some who will prefer dealing with a man who has all his senses about him. and they will not let motives of humanity come in; they will go according to the general law of competition. The man who is most alert in his business, and who can get about the best, and can push the most, is not likely to be the blind man. Therefore, what is really wanted in solving these problems is some little support given, I do not mean exactly peeuniary support, but some support and strength given to the blind in their effort to compete with others in getting a living. (Applause.) Now that kind of support is given in a place like Miss Gilbert's workshops for the blind, which have long existed in London. The things that the blind are able to do are produced and brought to this central shop, and the work is done, in many cases, in the central shop. There there is a depot open for the sale of it, and also a person who goes about and canvasses for orders for the articles produced, and in that way a certain measure of assistance is given to the blind man which in some way compensated for the want of his sight, and his consequent inability to push his own works. These workshops for the blind seem to me to be a step in the right direction. We should not refuse to teach music; we should rather encourage it by every means. It is that in which they suffer almost no disability, for their memory of tune, as well as their sense of time, seem to be proportionately developed. But there will be too many musicians, perhaps, of this class engaged in the competition, and therefore we must try to unite something else with it, and I say, "teach them a trade," and the wisest thing we can do for them, and the best, is to combine them together in working for this trade, so as to help them to procure materials and tools, that they may be placed at as little disadvantage as possible in the constant competition in life which goes on in this country, and which I fear is daily increasing, to the prejudice of the weakest. (Applause.) What I have said

about support and encouragement given to the blind is, in fact, the great thing which Institutions of this kind do. I am, a little, repeating perhaps what I said in another place a day or two ago, still it is necessary to state it here. The first impression that one has in learning of a blind person is a kind of impression of despair. "How is this poor child with eyes closed, with the expression of the face altered because it has never seen other faces to conform itself to? How is it to rough it in this world? How is any faculty that it possesses, seeing that it is so dependent on other people for all its kuowledge, and all its support-how is any faculty to be properly developed?" In that point of view, nothing is more interesting than to hear about the struggles that the blind have gone through, and gone through successfully. I have got here a rather rare book, "Lives of the Useful Blind," by a blind man, to two little extracts of which I should like to draw your attention. the case of a certain Dr. Blacklock. He was a Scotchman, and I observe with satisfaction that amongst those who have triumphed over the difficulties of blindness, Scotchmen and North-countrymen occupy a very large place. (Applause.) If I am not mistaken, the present Postmaster-General, Mr. Fawcett, is a North-countryman-at least I think so. Dr. Blacklock was a Scotchman, and he was blind from his early childhood, and he managed to be first a licensed preacher in the kirk of Scotland; then, in 1762, or soon after, he was ordained a Presbyterian minister at Kirkcudbright, in consequence of a presentation of the Crown obtained for him by the Earl of Selkirk. And here we come to a very painful result; the inhabitants of the parish, I am told in this extract, resisted the appointment to the utmost. Whether it was that they did not like the patron, or did not like lay patronage—the Scotch have always detested that -or whether it was that they would not have a blind clergyman, they made such a resistance that Dr. Blacklock said he felt almost in fear of his life. He said that not only was his reputation, but his very existence was in danger, and he was compelled, after two years' struggle, to give it up, and he never officiated as a clergyman after that time. This is very sad and disappointing, because here was a man who had managed to write poctry and to publish it; to write essays on various subjects, which are quite forgotten now, but which were very acceptable at that time; to struggle into a position, after writing several theological essays, of licensed preacher, and then as clergyman; and finally to see his hopes, in some degree, blighted. But he lived to an old age, and at all events one may fairly say that he fought and won the battle in a certain measure, for instead of sitting down with his hands before him, he was constantly engaged, from first to last, in pouring forth those thoughts that were in him, both in prose and verse, upon many important subjects, and he was respected in his generation, and in short the difficulty of blindness was in a

Well, I will mention just another case, which measure overcome. is quite of an opposito kind, and that is the well known case of Nicholas Sanderson. He was a Yorkshireman-I told you we should meet with North-countrymen—and he lost his sight when he was twelve months old. He found his way to Cambridge, and his business there was to give oral lectures upon mathematical subjects. He was received by Professor Weston with open arms. He was acquainted with very distinguished people—Sir Isaac Newton, Halle, and Coates-the latter of whom was one of the greatest mathematicians who ever lived, but who was cut off very early, and of whom Sir Isaac Newton said, "If Coates had lived, we should have known something." Upon a vacancy occurring in mathematics at Cambridge, it was necessary that a Master of Arts should be appointed. Nicholas Sanderson was certainly not a Master of Arts; he could not have possibly have gone through the necessary forms of examination. They were better than the people of Kirkcudbright at Cambridge in those days, for they got a mandate to make him a Master of Arts, and then they appointed him to the Professorship of Mathematics. (Applause.) I will mention only two other names, one the name of a professor whom we call Eüler, who was one of the greatest mathematicians in Europe. Lastly, I will mention the name of Hubert, who lived to be about 80 years old, if I remember right, and who wrote a book on becs that really was most astonishing. It would have been astonishing even from the pen of one who could see with his eyes as well as any of us, but when we consider that it was the work of a blind man on quite a new subject of observation, we are entirely astonished at the mass of information which he managed, using the eyes of another person, to procure. Now we cannot all be great mathematicians, and we cannot all philosophise about bees; and there is no disguising it that people with eyes have a great advantage over those who have none: but the interesting point in all this business is to see the human will, with or without helps, with more help or with less, triumphing over the difficulties that surround it, and attaining, after all, to considerable success in the pursuits that occupy mankind. This is what we see many bright examples of, and no brighter example than that of Mr. Fawcett-(applause,)-who now presides over the Post Office; and it is not disrespectful to former Postmasters, if I say that he is bent on improving the Post Office, and is working out some improvements which we are all most grateful for. Perhaps by-and-bye, when the Post Office is further developed, there may be a few persons who will not be so grateful, namely, those who already receive more communications than they are able to answer-(laughter,)-and who would be very glad if postage was a little dearer. (Laughter.) One illustrious name I have not mentioned. I have said nothing about the name of our own poet Milton-(applause,)-a poet full of music and full of learning. How he managed to amass and to create, as he did, is not for me to say, but again we meet with the same thing, the triumph of the will, which is man's highest gift from God, over surrounding difficulties. Remember what he says:

These eyes, though clear
To outward view of blemish or of spot,
Bereft of light, their sceing have forgot;
Nor to their idle orbs doth sight appear
Of sun or moon or star throughout the year,
Of man or woman. Yea, I argue not
Against Heaven's hand or will, nor bate a jot
Of heart or hope; but still bear up and steer
Right onward.

"Still bear up and steer right onward." This is (Applause). what we want to say to every blind man in the country. (Applause). We are not able to console ourselves by writing sonnets like Milton's, when we are blind. We are not able to follow those intricacies of calculation which Nicholas Sanderson found so easy; but every one of us is able to try to overcome the difficulty laid upon him by the hand of the Most High, and this is the message the Institution in which we are gathered has to give to our fellow ereatures. My friends, works of beneficence may be said to be almost in their infancy. It is true this work has existed for 100 years; but still 100 years is but a very little in the history of a great nation. About the same time we invented Sunday Schools, and the thoughts of the nation began to thru upon general education. And it was not long from the same time that missions to the heathen began to be thought of. And so we may almost say that we belong to the age in which beneficent institutions were invented and brought to perfection. What a proud distinction! What a delight to be born in such an age! A delight, indeed, if we rise to the measure of our own responsibilities, and endeavour to do something towards the highest function that the human race has ever achieved; but not a distinction if we are to leave the work to be done by other people, and let this question starve in nooks and corners, whilst we ourselves, in everything that appertains to the luxury of a great and powerful nation, are self-indulgent and lavish beyond measure. I accuse my country of this. I say we are at this moment luxurious almost beyond measure; and whilst I admit that splendid things in the way of humanity are done. I must also say that these are the work of a few; that if you go into any single city and ascertain earefully who it is that does the good there, you will find that it is not done by the general help of the whole population, but that five or six hundred people, or in larger towns a thousand people, fill all the subscription lists of every one of the charities, and that the rest leave the work to be done for them. (Applause.) Now, I speak from what I know. In the case of one great town it was found out by annually

examining the reports of every society, that 1,800 people out of an enormous place-Liverpool-did the charity, and that the rest of the population left them to do it. (Laughter.) Now, my friends, let us earry away this lesson. Standing behind this table, I am afraid you will think I am preaching to you as from the pulpit, but anyhow I will not do that: I will take the lesson to myself as well. Let us make it a common lesson from this matter and others like it, that we are all bound to help our kind. We are in tho midst of a generation which has means and appliances of every sort for helping our kind, and we, ourselves, are bound to increaso and improve these means, and to use them ourselves, and to make ourselves part and parcel of a movement, which, to my mind, far surpasses in its interest all the scientific researches of the philosophers, though they are great and glorious; all the physical inventions which add comfort to our homes, and which clothe our persons and decorate our shelves with books. This philanthropie tide, though it is not the best supported, nor the most general, is the thing in this generation which we do look to with the greatest interest, but we ought to do something far better than that, we ought everyone to take our little share. Science is a closed book to us, because we can do nothing at it; inventions for the physical welfare of mankind will necessarily be done by others from commercial principles; there is one field that lies open to you and me, and that is to help somebody who cannot help himself. (Applause.) Begin with the nearest, and then let your efforts spread further. Help somebody who cannot help himself, and you will find that "mercy is twice blessed," that it blesses the one whom you lift up, and the brother to whom you say "you are suffering from some great disability, let us see whether we cannot lift you out of the rut and set you on the road with the best," and it will bless you too, as it blesses him, with the conviction that you are doing the best thing that ever man was set to do, and helping the great benevolent purposes of the Most High, (Applause.) I believe it is now my pleasant duty to call upon Dr. Armitage. (Applanse.)

Monsicur Lavanchy-Clarke, Paris: I am not quite able to accomplish my mission, because I cannot speak English as well as I can understand it, but I was asked by Mr. Munby, the Hon. See. of the Society, to thank His Grace the Archbishop of York for the kind discourse which we have heard this morning. (Applause.) I must say that every one amongst us was delighted to find in his Grace's discourse such a practical point of view in the matter of the education of the blind. I was, for my own part, astonished, because, generally, the clergy are not always well versed in the matter. (Applause.) It is, however, an exception with His Grace, and I have learned a great deal from his discourse, and I hope it will be printed in many newspapers, so that many may

read it. You may find in each town a few people who are interested in work for the blind, but it is an exception, and it is as necessary to educate the general public about the matter as it is to take steps for the education of the blind themselves. I am very glad that His Grace the Archbishop of York has given such good encouragement to our work, and I hope that this Conference will do much good for the blind, not only in England, but in other

eountries. (Applause.)

The REV. JOHN KINGHAN, Belfast: I am an Irishman, and as one who has been for 38 years in connection with the blind as well as the deaf and dumb, I have the greatest pleasuro in seconding the vote of thanks that has been so well proposed by our friend from Paris to His Grace the Lord Archbishop of York. (Applause.) His Grace began by rather an apology for his want of information upon the subject of blind education, but I think he astonished those who have been long connected with it, by the amount of information he possesses, and the valuable hints which he gave us. I trust that the suggestion which has been thrown out by our friend in moving this vote of thanks will be taken up by the members of the press whom I see present, and that this very valuable address will be spread by the broad sheet far and wide over the country for the information of the general public. (Applause.) His Graee has referred to some emiuent persons, one, for instance, a minister of Scotland, who was a blind man. I may just be permitted to say that one of my earliest pupils in eonnection with the deaf and dumb and blind in Belfast, emigrated some 35 years ago to the United States. He commenced as a pupil at an Institution to learn Latin, and he overcame the great difficulties there by getting a deaf mute to take his hand and make the form of the letters, and in this way he had himself thoroughly perfected, and he commenced to translate some simple Latin books before leaving the Institution. On reaching New York he found greater facilities, and he has been for 25 years a most successful minister in the city of Brooklyn. Another thing I will just refer to, is that I see a map* of the United Kingdom sent round in which Institutions of the blind are marked by a red dot. omission as regards Ireland; there is a small Institution which is not marked there, and which was established by funds which were left by a gentleman some years ago. I should say that I appear here to-day rather in a double capacity. I appear as the principal of an Institution for the deaf, dumb, and blind. I may say we do very little work, because we have found that pupils receiving a literary and religious education have not time to do very much work. Some twelve months ago, however, some friends made a noble effort for the establishment of workshops for the blind, and I appear here as one of the members of the committee of that

^{*} See Appendix.

association as well. There is at this Conference a lady to whom we are entitled to give the credit of founding the Institution. (Applause.)

Mr. F. J. MUNBY, the Hon. Sec. of the Yorkshire School for the Blind, then put the motion to the meeting, and it was carried

with acclamation.

The Archbisnor thanked the meeting for the vote of thanks, and called upon Dr. Armitage to read the paper upon

THE BEST MEANS TO BE ADOPTED TO ENABLE THE BLIND TO MAINTAIN THEMSELVES.

No subject relating to the blind is of greater importance than that to which I am about to draw your attention; indeed it embraces not only the means specially adapted to insure regular and remunerative employment, but also the whole of the education of the blind from childhood to adult age. An intelligent educator will always keep steadily in view, that the training he is giving from first to last, is intended to fit his pupils for self-maintenance; and even the games and occupations of blind children should be arranged in such a way that the education of head and heart should go on harmoniously together.

I fully sympathise with all endeavours which are made to lighten the burdens of the blind by providing them with books, games, and other means of amusement, or by moncy assistance, to take some of the load of poverty off their shoulders which is pressing them down; but the most serious and important problem must ever be to train them in such a way as to enable them to become good and useful citizens, and by honest industry to contribute to their own support and to the general good. I am sure that in this I am also expressing the opinions of the great majority of our blind friends. They want to be properly trained, and then to live by their own work, not by alms. Sympathy and kindness from the seeing part of the community are always highly appreciated, but they should be directed into the right channel. Lately when travelling in Denmark, I met an English gentleman, who said that he sympathized deeply with the poor blind, and that he never passed a blind beggar without giving him a penny; this, although the easiest, is the most mischievous way of shewing sympathy. Let anyone try to educate blind children or to manage a society for the care of the blind, or to conduct workshops in such a way that they shall become self-supporting, and he will find ample scope for all the highest qualities of our nature. It will be impossible for me in the short time allotted to me to enter into details; I must be satisfied with giving you a bird's-eye view of the whole subject, leaving it to those who

follow me to fill in the necessary details. In what I shall say, I shall pass over very rapidly those points which are well known and understood in this country; dwelling rather upon those which are not so generally known or acted on. The education of a blind child can scarcely be begun too soon. The mother should teach it to be, as far as possible, like other children, and should explain every object that comes within its reach, as tables, chairs, carpets, &c., and she should teach it to dress, undress, and wash itself, instead of taking the easier way of doing everything for the child. The earliest actual training should be of the Kindergarten kind, using Froebel's games; plaiting strips of wood, paper, and straw; playing with geometrical figures, to which modelling in clay may be added, &c. We should then commence reading, writing, arithmetic, geography, and all subjects which a child, if seeing, would be taught in an ordinary school; but, as in the case of the blind child, the hand is to be trained to do the work of the eye, as well as its own work, everything must be directed to this object. Braille writing is peculiarly valuable as an education to the hand. Arithmetic should be taught by means of the octagonal board, which is the best contrivance for this purpose ever invented, and is destined to become as universal as the Braille system itself. It is to the blind ehild exactly what the slate is to the seeing, and is to be used for the same purpose, viz., to obtain the accuracy which is best insured by writing the figures, though for the ordinary purposes of life the blind, like the seeing, must be trained in mental arithmetic; but even here the slate is of use by enabling them, in a complicated calculation, to put down the results from time to time, and so relieve the memory. I may here mention that the honour of first introducing this board is due to the late Rev. Wm. Taylor, a former Superintendent of the Wilberforce School for the Blind. In learning geography, small hand maps should be before each pupil in the class; but large wall maps, globes, and the cushions for map drawing, introduced by Heller, of Vienna, are most useful adjuncts.

Teaching blind children long strings of names is absolutely mischievous, unless they can readily find every place on the map, and have a clear intelligent notion of what they are. The same plan of allowing the child to handle every object of instruction should be carried out in every branch of teaching. Stuffed animals and models will often have to be used, but whenever the real object can be obtained it should be preferred.

Physical training is of the greatest possible importance. The blind are, as a rule, feeble, and they have not the same inducements to take exercise as the seeing, therefore a well arranged system of physical training is of the greatest importance to them. The Swedish exercises, and (later on) regular gymnastics, with running,

walking, rowing, swimming, &c., should be carried on. When by all these means we have strengthened the body, sharpened the intellect, and made the hand of the blind child dexterons, he may begin to learn the trade or calling which he is destined to carry on. With such previous education he will be far more likely to succeed than without it, and it is from the want of this preliminary training that so many fail to become ultimately self-supporting.

When the teaching is passing from the elementary education to that which is technical, it becomes a question what is the trade or calling which is most likely to be remunerative. This will depend partly on the capacity of the pupil, partly on his station in life, and on other circumstances. Experience shows that there is scarcely any employment in which blind persons have not succeeded.

I know blind clergymen, lawyers, merchants, farmers, private tutors, &c. A blind man lately died in London who made a very good living by buying horses on commission. Another blind man in the neighbourhood of Leeds used to be employed by the farmers to buy poultry. "Huber's Investigations on the Natural History of Bees" are well known; and genius will make its way against every obstacle, even against that of blindness; but the task of the educator is to obtain the best possible results in persons of average capacity, and the question is not what is possible to be achieved by persons who are peculiarly gifted, but what is the trade or calling which experience has shown to be suited to blind persons of average capacity; and in educating, preference should always be given to those occupations which are proved by actual practice to be most remunerative. The calling which answers best to these two requisites is the profession of music, in its threefold aspect of tuning, teaching, and the organ. This has been proved by a very long experience in Paris, and the results obtained in America, and in this country, are quite in accordance with this conclusion; but musical training, like any other, to be effectual, must be thorough, and unfortunately this, in the case of music, means great expense. Nothing can be worse than sending out half-trained musicians; they do their work indifferently, and the employer naturally attributes the failure to the fact of their being blind, and so a fresh difficulty is created in the way of those blind who really are capable musicians.

It is not every pupil who can be educated as a musician, and it is not every institution which has the means of training them, but where capacity, energy, and good training are combined, the result will be almost certainly a success, to an extent unknown in any other occupation.

Among the handicraft trades which can be followed by the blind, basket-making has always held an important place, and

if a blind basket-maker has the necessary capital and qualities to become a successful tradesman, he may add greatly to his profits by opening a shop in which to sell fancy baskets, along with the rougher and stronger ones made by himself. Rope-making is found in Germany to be quite as profitable as basket-making. It is practised in Glasgow, Aberdeen, and one or two other places, but I do not know whether a sufficient retail demand exists in England for a blind rope-maker to carry on his trade profitably at home, as he undoubtedly does in Germany. Mattress and bedding making is one of the most remunerative occupations known, but can hardly be carried on at home The great seat of this industry is Edinburgh, though the result achieved at the workshops of the blind at Liverpool, Sunderland, Newcastle, and several other towns show that this trade is worthy of general adoption. Brushmaking is less remunerative than mattress-making, though it is carried on to a large extent at Bradford, Edinburgh, Glasgow, Berners Street London, and other places, and is of great use in employing a large number of blind people. Mat-making is unprofitable, as the blind are undersold by prison work. certain extent this is also the case with ship fenders. This is a trade specially adapted to sailors who have become blind. years ago I joined with the Charity Organisation Society in taking such a man out of the Spitalfields Workhouse, and within a year he was carning 18s, a week at ship-fender-making.

Chair-caning is easily learnt, and being a light occupation, is well suited for women. Knitting, crochet, &c., 'can be done admirably by the blind; but there is not sufficient demand, and the prices are low. Bradford appears to have succeeded best in this particular branch of industry. Besides these there are many other occupations in which the blind can engage profitably, even if they have lost their sight late in life. I may mention here that there are several blind men regularly employed in the Clyde ship-building yards in cleaning service-screws, and keeping stalls for the workmen's tools.

Among the means of employing the blind, well-managed workshops take the first place, and whenever the management is what it should be, they have succeeded in employing a good number of blind work people, at fair wages, without any very great addition to their income in the way of subscriptions and donations. I consider that such workshops ought to be established in every large town, and that in a closely packed town population they are the best means known of employing the blind, as they save them the loss of time involved in looking out for orders, and regular wages are paid without the workman having any care or anxiety; but it is not desirable to concentrate all the blind in large towns. It is much better, when possible, for those whose homes are in the country to return there, and it is for these that

the system carried out in Saxony is of the greatest possible service. I have reserved to the last some observations on the desirability of our schools continuing their care of their former pupils after they have left the Institution. As a rule, when a pupil has left school, he is supposed to have learnt a trade by which he is to maintain himself, and he receives no further help from the Institution. We have no accurate statistics of the result, but from what I do know I am quite certain that a very large proportion do not succeed in maintaining themselves by the trade they have learnt at schools, and become more or less dependent upon public or private alms. Some time ago I was dining with the leading member of the committee of one of our blind schools, and in reply to my question he said, "Most of our pupils, when they leave us, are supported at home by their friends, or, what I think is far better, go to the workhouse; they have had four or five happy bright years at school, which they will always look back to with pleasure, so that the education they have received has not been thrown away."

I cannot think that my friend's opinion is shared by many of those connected with our Blind Institutions; but the results are too often the same. We educate and show the blind child that there is something better than a life of idleness and pauperism, and then we let it go back to feel the degradation ten times more than if we had given no education at all. This ought not, and need not be; a largely increased number of workshops will do something to remedy the evil: but it seems to me that it is high time for us to introduce the system of looking after the old pupils, which has proved so successful in Saxony and other parts of I have known of this system for about sixteen years, and the necessity for its adoption here is pressing itself more and more strongly upon mc. I have lately returned from Dresden, where I went with a view of personally investigating the subject, and the following is a short statement of some of the principal facts. All blind children who are not idiots are admitted. They enter the primary school, which is in the country, then pass to the central Institution at Dresden, and, if basket-makers, go from thence to a workshop belonging to the Institution for a couple of After finishing their training they go home to their village, or, if their home is not suitable, some other place is found for them; in either case a resident is found who promises to look after and assist the blind person with advice and recommendations, and to keep the director informed of the wants and habits of his charge. Generally the Clergyman, Mayor, Doctor, or some other influential person is selected for this office. A fund for pupils who have left the Institution has been accumulated by three generations of directors, and the yearly income is now £1500. This is partly derived from gifts and legacies, and partly from the earnings of the pupils when in the Institution. Four-fifths of

their earnings go to the fund, and one-fifth to the pupil for pocket money, or to be placed in the Savings' Bank. When a pupil leaves, he generally has a few pounds in the Savings' Bank, and he receives an outfit of clothes and tools from the fund, together with materials, and a little ready money to make a start with. As a rule, in a year or two he gets sufficient work to maintain himself, or nearly so. There are, however, many indifferent workers who can only partially support themselves; as long as these work to the best of their power, and behave properly, they receive assistance, so they are in no case obliged to apply to the parish. If they are idle, or take to begging, or behave badly in any other way, they lose all assistance from the fund; this, however, appears not to occur often. There are now three hundred old pupils who are being visited and assisted from the Institution, and as the income of the fund amounts to £1500 a year, it follows they receive on an average about £5 each, some more, some less, according to their needs, but this assistance enables all to live without extraneous help. The Director is, as it were, the father of a numerous family, and his time is almost entirely taken up in looking after them; he travels about and visits them, and whenever anything occurs which his representative on the spot cannot settle—he goes down and arranges it. I travelled some days with him in the beautiful valleys on the north side of the mountain range, separating Saxony from Bohemia; the district visited was selected by myself, as the Director said that he should not like me to suppose that he had picked out the best cases. We visited in all twentysix cases. The men were basket-makers and rope-makers; one had a shoe shop; the women were chair-caners, knitters, and brushmakers. Some of the basket-makers were well to do, selling all they could make themselves and keeping shops, in which they disposed of fancy baskets and everything generally found in a basket shop; others were very poor, especially the girls, but all were industrious and cheerful. The labour of carrying on such work is very great, but the results are quite worth the trouble.

A rather instructive incident happened some years ago. Some of the smaller states wished their blind to be educated at Dresden, which was done; but as the fund was only applicable to natives of Saxony, they could not be looked after when they returned home, and although their training was identical with that of their Saxon companions, they invariably failed to maintain themselves for want of the system of supervision. The cause of this failure was so evident, that the small governments referred to have lately established the same kind of system as that already described for Saxony. The same method is now followed in Mecklenburgh; in Holstein; in the Rhine province; at the Jewish School in Vienna; and in one

or two other Institutions; and with invariably the same result. It seems to me most desirable that we should follow this example in England, and this ought to be done by each Institution for its own pupils, not by an outside society. By this means each Institution will feel it to be a point of honour to have as many of their old pupils as possible self-supporting and respectable members of society. I would suggest that as a beginning a Register should be kept of all pupils who leave the Institution, so that the Director should know the whereabouts and circumstances of all the old pupils. If such a Register is not made retrospective, it will not cause much trouble. Then I should recommend that in other respects the system should be followed which has answered so well in Saxony. It will give me much pleasure to give further details to any of our friends who may wish to establish this system.

It must be borne in mind, that in Saxony account is only taken of those blind who have been pupils at the Institution, and I could obtain no reliable information as to the condition of those who had become blind late in life. In England wo do more for this section of the blind than is perhaps done in any other country. The various home-teaching and visiting-societies seek to bring books and the consolations of religion into every house in which there is a blind person. Many of our workshops are admirable; we have as good schools as any in the world; we are in the forefront as regards books and all educational apparatus. Let us then crown the edifice by a thoughtful and systematic care of our pupils after they quit the institution, instead of leaving them to take care of themselves.

During the reading of Dr. Armitage's paper, Ilis Grace the Arebbishop left the room, and the chair was taken by Mr. Joseph Hall, Honorary Secretary for the Swansea and South Wales Institute for the Blind. At the conclusion of the paper,

The CHAIRMAN said: I am sorry the Archbishop was obliged to leave before the conclusion of Dr Armitage's lecture, which we have all listened to with great pleasure, interest, and profit. There is really so much in the lecture that it would be quite impossible for me to speak of all that we have heard. I see the reporters before me, and I know we shall have the pleasure of reading the full lecture as delivered by Dr. Armitage. I shall have great pleasure this afternoon in hearing a discussion on the lecture by those who are present. (Applause.)

Mr. BUCKLE said: The Members of the Conference have not all signed their names in the book provided for the purpose. I hope they will kindly do so in the course of the day, so that we may have a correct record of those present. A book has been placed in

the small room, which has been provided for the eonvenience of members, where writing materials and the daily newspapers will be found.

The CHAIRMAN said: The Conference will now adjourn, and the discussion of the paper will take place at half-past two o'clock in the afternoon.

LUNCHEON AT THE MANSION HOUSE.

By invitation of the Lord Mayor, the delegates and friends attending the Conference were, at half-past one o'clock, entertained to luncheon at the Mansion House. His Lordship's guests included also the Dean of York, Archdeaeon Watkins, the City Sheriff, the Town Clerk, Mr. W. W. Hargrove, and Mr. F. J. Munby, Miss Empson, who represented the Lady Mayoress, and several ladies attending the Conference.

The Lord Mayor having submitted the toast of "The Queen," proposed that of the "Prince and Princess of Wales and the rest of the Royal Family." He said the visit of the Prince of Wales had given great satisfaction to the citizens of York. (Applause.) During his stay here he was actively engaged, and he showed the interest he took in agricultural development by his careful attention to the exhibits at the show. He also interested himself in some of the eity institutions, amongst which he did not forget to visit the Blind School, and his visit would long be remembered with pleasurable feelings by the pupils. (Applause.) He was glad to be able to announce that before leaving the city His Royal Highness stated he had very much enjoyed his stay, and His Lordship trusted that the eordial reception he met with might induce him to visit us again before the lapse of many years. (Applause.) The Princess of Wales lived in the affections of the people, and the other members of the Royal Family were always ready to further the interests of this great Empire. (Applause.)

The CITY SHERIFF proposed the health of the Arehbishop of York and the clergy of the dioese and ministers of all denominations. He said many of them had had the pleasure of hearing the Arehbishop that morning at the Blind School Conference, and those who saw him oftener than they did looked upon him as a "manly man," and one who embraced all the good qualities of his predecessors. Having referred to the important part which some former arehbishops had taken in historical events, the Sheriff spoke of the abilities of the present Archbishop, and remarked upon the good example he set to the clergy, an example which he believed they followed, and strove in their various departments to do their duty. The Ministers of other religious denominations had also a

great work, and they were equally desirous to discharge their duty. (Applause.)

The Dean of York, in responding, said there was not only amongst the clergy, but certainly amongst the large body of ministers of religious bodies, great difference of opinion on many subjects: but on one subject there was no difference—that was to do the best they could to ameliorate the condition of the blind, and he might say, in the name of all those included in that toast, that they had a strong sympathy with the work which the members of the Conference had in hand—(applause,)—and if they turned to the Archbishop of York, or to those who held subordinate places, they would be sure to receive the most careful attention and the best co-operation which they could possibly give. (Applause.)

THE LORD MAYOR next submitted the toast of "The Delegates." He said they had present several gentlemen who had come long distances to attend the Conference. (Hear, hear.) He was glad to have amongst his guests Herr Moldenhawer, from the beautiful Danish capital, a gentleman well known for the interest he had taken in the education of the blind; also Mons. Lavanehy-Clarke, from Paris, a city for centuries the focus of European civilization, where one of the earliest Blind Asylums was established in 1260, and where the first Institution for their education was opened in 1784, by Mons. Valentine Haiiy, the inventor of printing in relief. A Conference such as they were holding was of great importance, affecting, as it did, the welfare of over three millions of people. But for Institutions like those with which they were connected, the capabilities of the blind would remain undeveloped, which would be a loss to society. (Applause.) Dr. Lettsom had well said—"He who enables a blind person to earn his own livelihood, does him more real service than if he had pensioned him for life." He trusted that the Conference, composed as it was of gentlemen eminent for the interest they took in the education of the blind, might be a great success. He gave them a hearty welcome to this ancient city, and trusted when they returned to their homes, they might have pleasing reminiscences of their stay in York. (Applanse.)

HERR MOLDENHAWER, whose name was coupled with the toast, responded.

THE DEAN, in proposing "The health of the Lord Mayor," said they should be very churlish, as a party of guests, if they did not give their due acknowledgment to their kind, hospitable, and conrecous host. (Applause.) There were reasons why, during the present season, they should give to that toast more than its usual heartiness; for surely it must be an epoch in any man's life when he filled the position of Lord Mayor of York, and it must be a pleasure to him to hold that office at the present moment,

when he had every reason to be as well pleased with the eity over which he presided, as all classes of the citizens had to be with (Applause.) He, the Dean, was sure they highly eongratulated him upon the unblemished success of the late visit of the Prince of Wales, and that great Exhibition, the Agricultural Show. (Applause.) It was a great thing that such a large gathering should have taken place under such illustrious auspices, and all should have passed to their homes earrying with them a universal spirit of satisfaction. They did not, however, at that moment, eonsider so much that which was passed, as that which was at present taking place amongst them. He was sure it must be a great gratification to the Lord Mayor to think that in the time of his Mayoralty, such a gathering should have taken place as the Memorial Jubilee of the Wilberforee School for the Blind in York. He did not know that the Wilberforee School for the Blind marked the earliest efforts which were made to educate the blind, but looking back fifty years, they would see that very little was done for the benefit and education of the blind, and it was something to be proud of that in York a School was then established which had done so much good work for so large and so deserving a class of people. Of the many Institutions of which York might be proud, the Institution for the Blind on one side, and the Retreat for the Insane on the other side, showed that many years ago the attention of its public men were turned to matters of philanthropy, and that they had warm hearts that stirred them to do that which had been an untold blessing to many of the present generation. (Applause.) He was glad indeed that the Lord Mayor, during his year of office; had put himself so much in the fore-front of that Jubilee Meeting; and he was sure they would all join with him, not only in thanking him for his hospitality, but for throwing the influence of his position into the support of such a cause. (Applause.)

THE LORD MAYOR, in aeknowledging the compliment, said it had afforded him great pleasure to offer them hospitality during their visit to York, and at the close of his term of office, he should look back on the gathering of that morning as one of the most interesting episodes during the municipal year. (Applause.) He trusted that York and hospitality would always be synonymous terms, and if they had enjoyed that little entertainment, he was amply rewarded. (Applause.)

This concluded the toast list, and the company then inspected the Corporation plate, and the paintings which adorn the stateroom, in which the luncheon was held.

At the Afternoon Meeting the chair was occupied by the VENERABLE ARCHDEACON WATKINS. The first speaker was

Mr. J. J. LEEMAN, M.P. (York), who said: I beg to tender my best thanks to those Members of the Conference who have come from a distance with the object of considering what can be done for the good of the blind. I hope that the outcome of your visit to York will be productive of great good. No one can have seen the Exhibition in the Wilberforce School without coming to the conclusion that it was their duty to do whatever lay in their power to advance the interests of the blind, for few members know their requirements more than I do. Whilst on this subject, I will refer to one who is thus affected, and who has attained an illustrious position in the nation, namely, Mr. Fawcett, the present Postmaster-General. (Applause.) When we find a man in the prime of life is disabled by accident from having the benefit of his sight, we must be astonished to find that he is now able to grapple with the great difficulties of the day, and to find himself a Minister of Her Majesty's Cabinet, and, further more, a man looked up to by all classes of the people. Mr. Fawcett is about to give to the country, in a few days, a boon such as in its importance few men in his official position have been able to do before, namely, the Parcels Post. (Applause.) Therefore, when we reflect on Mr. Fawcett's character, I think we ought to give every aid to the blind. If we can find a man like Mr. Fawcett attaining such eminence-and not only attaining eminence as a Statesman, but enjoying all the good things that God has offered to ns-and I may tell you of my own knowledge, that Mr. Fawcett has a wonderful remembrance of voice and sound. Mr. Fawcett, in the House of Commons, knows the voice of nearly every member, and in addressing him will reply, "Ah, yes," and address you by your surname. All this seems to me to be the result of a great effort on the part of the person disabled in a way that we are not disabled. He is very fond of fishing. He can throw a fly—he is a wonderful man at catching fish; and a gentleman told me some time ago that he had constantly seen him out hunting. If this blessing can be given to the rich, why should we not endeavour to benefit the poor? I am sorry that at the larger meeting held last week a subscription was not at once opened. I have the strongest reason for believing that one interested in the blind would have been willing, and has expressed himself desirous to put down his name for a large sum. I would suggest, before this Conference dissolves itself, that further consideration should be given to this very material question. Why should we not at once open a subscription amongst ourselves before the Conference parts, and let us ask those who have been willing to give their attendance in the past, and who are not present now, to join in such a very good thing. (Applause.) I am sure of one thing, that if we were to do that, we may be able to expedite matters very materially. If we are to go on hoping and hoping without doing something-without

putting our shoulders to the wheel—I am afraid that the result of this great Conference, and of the kindly attendance of many people during the last two or three days, may be thrown away entirely. In conclusion, I would simply say that by putting our shoulders to the wheel, it may be the means of our being able to say in the words of Scripture, "The Blind receive their Sight." I beg to thank you for the kind way in which you have listened to these few words. (Applause.)

Mr. Buckle (York): I find we have an hour and a half before the close of the afternoon sitting. Suppose we devote one hour to the discussion of Dr. Armitage's excellent and most important paper—(applause,)—and then ask Mr. Neil to kindly bring forward his paper on "The Psychology of Blindness."

The discussion on the paper was opened by Mr. MARTIN (Manager of the Royal Blind Asylum and School, Edinburgh), who said: I was very much pleased to listen to Dr. Armitage's lecture, and to know that he had been to Saxony. There are a few things I would like to hear about Saxony from him, which I think will give the work there a more favourable aspect than it can possibly have here. In the first place, I was very sorry to hear from him that the blind people were very poor. He did not tell us how much of that poverty had to be charged to their inability to work and dispose of their own goods. I should like to have heard how much they can manage to earn per week by themselves. He told us that amongst 300 blind people, £1500 was divided at an average of £5 each. We, in this country, would consider that £5 sent us by the Government would be a very great help indeed, and we might struggle along in order to maintain our blind people at home—to feed them, and to give them industrial employment. I don't know if Dr. Armitage finds any blind people paying for their food in Saxony. I understand they are sent home to the houses of their relatives. But before I say more about Saxony, I would fain pay a tribute to the memory of one who was dear to me-one whom I met in 1873 in Vienna, and who, in parting, embraced and kissed me, and said, "God bless you for your kindness to my poor blind." Reinhardt's heart was in his work; and when you find a man with his heart in his work his work will succeed. I would rejoice, if, in this country, we could bring the influence of those who are great and powerful amongst us to bear upon directors of railway companies, to get free passes for the Managers of Institutions whenever they like to take a run. If that were arranged, I suspect we should have a good many Englishmen coming down to see the lakes of Scotland, and we should be very glad to see them. But if we had free passes along all the lines of railway we should be able easier to visit the blind, as in Germany. The expense of journies is a barrier which would be in the way, otherwise. You will perhaps allow me to state that the system which Dr. Armitage

proposes has been tried at Berners Street, London, and, so far as I understand, it has been found wanting. I don't know how it goes on, but I know they commenced the system. that Dr. Armitage's heart bleeds for the blind of London-for those hovels in which they dwell, and for the hundreds in the Metropolitan City who have been taught to work, and have not the opportunity of working for their daily bread, and I say let this Conference ring back on the Metropolis what a disgrace it is that the blind there are so left un-encouraged, unaided, un-supervised, to work for their daily bread. In so far as Berners Street is concerned, I believe that this system, which has been proposed to-day to be introduced into England, has been a failure; but I don't wonder at it, because, when I bring examples, which I have under my eye, to bear upon it, I can easily see reasons why it should fail. I have tried the system myself. I sought to send out blind men to their native towns, and just before I left I received a most touching piece of poetry, which I won't read here, referring to two men who had tried to maintain themselves. They failed, and a joyous day it was to them when they came back; and a still more joyous day was when I relieved them of a considerable portion of the debt which they had contracted. These lads went out from our Institution. They worked at home. I told the customers where to go for them. I did all I could to foster them and get them forward, but it was useless. Now, sir, it seems to me that men who will succeed out of Institutions will succeed in Institutions. If you can find a man who, of himself, shall have proposed to leave an Institution, and to commence business on his own account, upon a little eapital, which he, by thrift and industry has gathered together, I say by all means let him make the trial. But don't originate a system of this sort from yourselves of turning a blind man adrift upon a community, and leaving him to fight the battle of life unaided. I say unaided, with the knowledge that I have of all you propose to do for them; with the knowledge which I have that you ought to look to them as much as you ean, and that you are to give them material at cost prices. The time comes when he has got to dispose of his manufactures; that is the time when his difficulty begins. Are you prepared to send to these men down in the country and buy up all they manufacture. That is the point, and there is the difficulty. You will create a huge warehouse, in which you will gather together the manufactures of these people, and you will find the greatest possible difficulty in getting clear of them. There is one thing I should like to take the liberty of asking, Would you buy mattresses made in the homes of the blind in London? Would you buy basketing made in the homes of the blind in London? You must have some gnarantee that the mattresses and other things you buy are, at least, made in clean houses. I painfully acknowledge that the homes of the

majority of our blind people in England are not the places in which ladies and gentlemen would care for articles to be manufactured. You must have the people clean, and a tidy smart place. We should have places where every thing is clean and neat. We should have men to supervise and see everything clean, smart, and neat: places into which he can fetch the workmen at the ring of the bell, and send them home to their families with their hard earnings, with the independent feeling that they have done work for what they have got. If they require a supplement, do not, pray, call it charity. It has been put into your pocket by those who know that the blind man has difficulties, and cannot do all that others can for their labour. The blind man needs a bit of encouragement. (Applause.)

Dr. Campbell, of the Royal Normal College of Music, Norwood, London, said: Would it not be better for those gentlemen, such as Mr. Martin and Dr. Armitage, who have examined the matter, and have so much experience of it, to have more time given them to speak. I, for one, should be very glad to hear those gentlemen longer. I want to learn myself about this department of handicrafts; and it is from such gentlemen as these and others that we have to learn. It seems to me that it is a pity to limit the speaking to a positively dead line.

Mr. Martin: I shall have thirty minutes to-morrow afternoon on the same subject. After all Mr. Buckle has given it double time, because it really turns out that the lines of the two subjects run very much together.

Dr. Campbell: Rather than lose time, I will say one or two words with regard to one point in Dr. Armitage's address. I may say I re-visited America last year, and made an examination of the work department there. I find there that broom-making takes about the place basket-making does in this country, and it is very easily acquired and very easily carried to their own homes. Next to bed-making, I believe that broom-making is the best trade in the market; and I wish to state that the American broom can be bought wholesale and can be delivered in any part of this country. If anyone is interested in this subject, I shall be glad privately to give them every full information how they can obtain it from the best authorities in America. I believe it is quite worth while to look into the subject of broom-making, and, to those who wish to do so, I shall be glad to give detailed information during the Conference. (Applause.)

Herr Moldenhawer (Copenhagen) said: Two systems which have been employed with success in different countries have been spoken about. It seems to me that the systems are not the same that should be used in every country. Often it may happen that

in the same country the two systems may be fit for different cases. So I think, in most countries, there may be need for workshops in the large towns, in order to make it possible for blind workmen to find work in a suitable place, and to have a ready connection with the public. In a country with villages, the system of Saxony is a very good one. It is not always well to gather all the blind in one place; and I think where there are many blind people, the system of England is a very excellent one. Although, for most countries, I think there can be nothing better than assistance by means of workshops; still it is very good to have assistance given to blind people who work by themselves in their homes—those who live with their parents and families, and who derive assistance in living with those who are kind to them, and have interest in their success. There ought, I think, to be no dispute about the two systems: but every one should learn which would be the best for him to follow in his country. (Applause.)

Mr. Hall (Swansea): I don't stand up to make a speech, but just to ask one or two questions. I should like to know how long the blind receive education at Dresden? Also, at what age they complete their instruction? I think it is important we should know that, our Blind Institutions in this country not being State-aided, we are not able to give them the time they are perhaps able to give them in a country where an institution is State-aided, or entirely State-supported. It is important that the pupils should be so completely and so perfectly instructed, that they should be able, on going to their own homes, to make the articles as perfectly, and be as good at their particular trade, as any seeing artizans would be. I noticed there was a remark made as to music being taught in Paris-particularly one institution. It is mentioned that there are thirty per eent. of the pupils who become selfsupporting in the profession of music. I believe that is in Paris alone.

Dr. Armitage: In Paris alone.

Mr. Hall (resuming) said): Therefore in Paris they are naturally more refined than they would be in the whole of the country, and would be more likely to have a greater knowledge of music than they would from the whole of France. I can easily understand that from a Paris Institution there would be thirty per cent. gaining a living by music; but if you take the whole of the country. I don't think the proportion would be borne out. I quite agree that music should be taught the blind as a means of livelihood and cheering their lives. They are under a great affliction, and anything we can do to cheer their lives is a step in the right direction; but from my own experience, I find that there is certainly not one-third of the number who come under instruction in the Institutions of Wales who would be capable to carn

their livelihood by music. I may say that a very large number of blind in Wales have become so when adults, from accidents in coal mines, and from various other things, and they certainly would not be capable to be taught music so as to get their livelihood by it. I should suppose that at least one-half of the number of the blind, certainly in the manufacturing part of Wales, have become blind from accident. Then, of the remaining one-half, I suppose half would be females; and it is very seldom you can teach females music so that they may be teachers of music or tuners. At least we have never yet found blind females who have been so taught. I think that is one thing we have not touched upon at this Conference—that is the means of finding employment for blind females which will enable them to earn their living.

Mr. Humphries (Manchester) said: I should like to ask a question about the thirty per cent. Dr. Armitage spoke of as being the results of music-persons being able to earn their own living. What number and what proportion earn their living through the public-houses and means of that kind? He (Dr. Armitage) says that they may go out of conrse trained, and fully equal in many instances to earn their living in a respectable way, but eannot find If thirty per cent., as Dr. Armitage states, do earn their own living, it would give us every encouragement to support a musical line as a means of livelihood for the blind. I know several who are supposed to earn their living by public-honses, but who are dependent, to a great extent, on other people. They are going about getting assistance where they ean, and that is not the style of living which we are desirous the blind should secure. (Applause.) We want them to get a living in an honourable way. I think that every eare should be taken that eandidates for musical teaching should undergo a very keen examination before they are sent up to London, so that we may have some guarantee that they will really be able to earn their living in an honourable way as organists or teachers of music, and will be able to meet with the support of the gentry and friends of various institutions in the country. With relation to trade, I shall have a little to say to-morrow. don't think we need deal with that very much to-day, as Mr. Martin will have the privilege of spending half-an-hour upon that subject to-morrow. (Applause.)

The Rev. J. Kingham (Belfast) said: I don't know exactly the value of money in Germany as compared with what it is in Great Britain or Ireland, but I suspect that a £5 average assistance given to each person there would probably represent a very much larger amount in this country—that is to do an equal amount of good to the persons to whom it is given. I find in my working in an institution for deaf, dumb, and blind, that it is not very easy to get Government aid to any very considerable extent. (Langhter, and voices, "You don't get any.") We do. I should say at the

present moment we are receiving probably over £700 a year from the Boards of the country. Many years elapsed after the law was passed before a School Board in the province of Ulster sent any pupils. The most given in any part is £15 per annum. Some don't give so much; whilst the education of the blind in Institutions will eost on an average £22 a year. The Poor Law Boards do give a very limited amount—somewhere about half-a-crown a week, for some workers in the institution; but when their apprenticeship is completed, and when they are receiving weekly wages for their work, the Board of Guardians cut that off. They are not supposed to want aid, and are thrown naturally on their own resources. don't think in Ireland we need any such grant for those who pass away from our institutions to their own responsibility, as contemplated by Dr. Armitage. We must try to seeure support in some other way. There is another point Mr. Martin has brought out—that is the blind working individually in their own homes. I have been for many years very much disappointed with that. Promising youths have gone away to homes in different parts of the country. They have got materials—they have completed their work—they have gone out to try to sell it—and they have not succeeded, probably in a district where what they manufactured was not used. The consequence was that the goods lay on their own hands, and they had to part with them at about one-half of the eost of the materials. As Mr. Martin said, suppose a boy serves his time in one of our institutions as an upholsterer, it is impossible for him to do that work at home. The house wont give room for the frames. The probability is that no lady or gentleman would purchase the articles manufactured there, so that I think, on the whole, institutions, such as we have lately established, are more effective in giving support than anything else. I want to ask another question. We have heard, since I eame to this Conference, that there are institutions in this country that, no matter what amount of wages earned by some workers in the institutions, that amount is largely supplemented out of eharitable funds. We don't do that in Belfast. I have heard of a case in which some workers were known to earn 20s. a week, and in which 5s. or 6s. was given to supplement that. I want to find out if this is true—I think it is a mistake. We don't find that sort of thing to answer in Belfast, because our workers, as a rule, are earning very fair wages. I simply throw that out, and want to gain information.

HERR MOLDENHAWER: It is a very good thing to have sale-shops. We have had them; and if a blind person can produce more than he can sell, he may send his products to the institution, and get the money for them, or materials in exchange. I think, by means of these sale-shops, one of the greatest difficulties which has been spoken of may be got over in some countries. (Applause.)

Mons, LAVANCHY-CLARKE: We were asked how long the blind should be taught. We have two different classes of blind. There are the blind who have lost their sight at an early age, and the question with them is how long are they to be taught in the school? But the most important class is the middle-aged class, where the blind have a wife and family to support. What is to be done for these? How long have they to stay in the establishment where they have been accepted as pupils; and when will they be able to go back home in a position to earn their living by their own work, or with a supplement? This is a very important question, to which I should like an answer. For example, in England, von have a large number who have lost their sight after thirty years of age, and for these there are few workshops; and we are in the presence of two systems, the Saxony system and the English system. Then there arises the question as to how long is required to teach the blind? One blind man can learn in two months what another cannot learn in one year. As to what they can earn, we have one who can earn 20s. at brush-making, and another one, working as hard from morning till night, will not have got further than 9s. What are you to do with them? Which is the best system that can be recommended for different countries and conditions? I came here because I saw in your programme that this question would be earefully considered. We are going to build new workshops in Paris, have one system or the other? I am told that we should wait until after the York Conference, so I shall be very glad if you can give me an answer. Is the Saxony system to be preferred to any other? As to music, I will not speak much. I think more could be done in England than has been done in this respect; but I should like to tell you to take care not to go too far. In Paris there are a great many professors of music. So many Germans come to Paris now-(laughter,)-that the poor French blind cannot find employment. Last summer a very good organist and pianoplayer left the Paris Institution, but no occupation could be found for him. I was obliged to take that poor young man into our workshops to be taught brush-making. If we had not taken him he would have been obliged to beg; and there are a great many beggars in Paris. A great number of them have been taught in the blind Institution of Paris, and it is a pity to see those who have been for so many years instructed in music, begging in the streets. As to the question of a supplement, I would remark that money is not of the same value everywhere. A German blind man may be satisfied with £5, whereas a Parisian would laugh at you. He would say, "It would be better for me to beg, because by begging, I can earn 10 or 15 francs." (Applause.)

Mr. Buckle: I am very glad that the Chairman so kindly allowed Mons. Lavanchy-Clarke to finish his very sensible remarks

and questions after the allotted time was up, because, to one who is not so well versed in the English language as we are, we ought to extend a little indulgence. I am not certain that I understood Mr. Martin correctly as to whether he stated that the English blind homes are not so clean as those in Scotland. (Laughter.) I do not know whether he meant it or not, but certainly if he did, I can say that the blind homes of Yorkshire will compare favourably with any in the United Kingdom. (Applause.)

Mr. Martin: I had specially London in view.

Mr. Buckle: I think that the experience which Dr. Armitage has brought us from Saxony is extremely valuable. I consider, after something like fourteen years experience in this institution. that one of the most important things for a blind institution to take in hand is to devise some means of helping the pupils after leaving the institution. I am thankful to say, in connection with the Yorkshire School for the Blind, that a very good lady, many years ago, started a fund for helping old pupils of this school. That fund now, I am glad to say, produces something like £28 a year. It is chiefly under the management of the Dean, and it is used in something like this sort of way. Having ascertained that a former pupil is in need of some help, we send two or three pounds, as the ease may be, to some benevolent individual in the neighbourhood, and ask him to be so good as to see that the money is spent in the purchase of a new suit of clothes, or in some other way. We specially object to the money being sent to the pupils themselves. (Hear, hear.) We are also able to use the fund in the way of giving four or five pounds to a boy leaving the institution, in order to provide him with tools, or a small stock of brushes, to start with; and I am in good hopes that, as time goes on, the fund will increase, and do great good. I know, as a matter of fact, that the late Mrs. Markham, who founded that small fund, had in her mind the fund in Saxony that has been referred to and explained by Dr. Armitage. I can only say that if one result of this Conference is that other small funds are started in other Blind Institutions in the country, we shall not have spent this time in vain. With regard to the question asked by our good friend, Mons. Lavanchy-Clarke, from Paris, all I can say is that if he will, as far as he can, imitate the Scotch system of our good friend Mr. Martin, he will be doing what ought to be done in Paris. In a large place like Edinburgh, with a population of about 200,000, including about 200 blind people, it is a good thing to start a large institution. in order to employ the blind. In a small place like York, where we may not be expected to have so many blind, we should have the ratepayers of the city down upon us, asking us why we were bringing so many blind to the city. We are, therefore, endeavouring to fit our pupils in such a way that they shall go back to the place where they come from, and

start their work, and endeavour to work for themselves amongst their friends. That is our aim, and we carry it out more or less perfectly; and it is, I think, the right direction for all institutions situate in towns like York. With regard to females, it has been pointed out by Dr. Armitage that it is a really difficult question. I visited the Copenhagen Institution in 1877, and I found there the system which we ought to aim at in England. We want for our blind females, especially for those who have no friends to help them, a system similar to what they have in Copenhagen, and similar to the one at Bradford, in Yorkshire. We want a place where some one can take a sort of fatherly or motherly interest in the blind females working in the institution. I object altogether to Asylums for Blind Men; but I think Asylums for Blind Women, who have no friends who can look to them, are institutions eminently desirable in the country. Dr. Armitage said that he thought basket-making was the work for all blind people in the world. I speak under correction, but I believe in the United States they are singularly unsuccessful in basket-making, I read their reports very carefully, and I find, as a singular fact, that the institution in Ontario, at Brantford, is the only one which carries it on successfully. I don't know whether our good friend Dr. Armitage can at all solve the difficulty how it is that it so singularly fails in America, because baskets are things which cannot be made by machinery. There is some amount of doubt expressed with regard to the advisability of teaching blind men music only. I must confess I share that fear. Whether it is altogether wise to be training a large number of blind people in music, and tuning only, is a question which is worthy of our very scrious consideration. The committee of this institution have always worked on the principle that our blind pupils shall be taught music, and also basket-making, brush-making, or some other trade. There are cases in the history of this school, in which our pupils have gone out of the institution as basket-makers, or brush-makers, and have gradually worked their way at music until they were entirely able to maintain themselves by this means, and then they have laid aside their handicraft. It is very good and right that they should do so: but if they had been dependent upon music entirely, I am afraid that it might have led to very unsatisfactor results. I have an announcement to make that does not come properly within the discussion. At the commencement of the meeting, I sent a message to Canon Raine, who is well known as an eminent antiquarian, and he will be glad tomorrow morning, at 12-30, to take us through the Museum Gardens, and show us the objects of antiquarian interest in connection with St. Mary's Abbey. (Applause.)

Dr. Armitage: It was very unfortunate that I was called upon, I was going to say to read my paper, but to say my say

this morning, because I was crowded up into an absolute halfhour, without the power of extending even five minutes; and speaking with very imperfect notes is not the best way of getting that said in exactly the way which I should have liked to have said it. I am very glad that this afternoon's discussion has opened the door for me to say a few things I omitted this morning. In the first place, I will just take the remarks of Mr. Martin. Our friends must excuse me if I am not able always to answer everything that has been said, because I am working under considerable difficulties. There are a great number of centlemen who have spoken, and I am not able to take more than very short notes indeed. However, I think Mr. Martin sounded the keynote of the whole discussion. I think the whole of us agree that it is a most undesirable thing to allow the blind pupils to leave our institution and to go home just to shift for themselves, without any further care being bestowed upon them. I think we are all agreed upon that. Then the question resolves itself as to what is the best way of assisting them when they leave the institution. Mr. Martin speaks from experience in his workshops, and I know that the system at Edinburgh is a most admirable one. My heart always warms when I think of it. It is quite natural that anyone who has for a long time been directing this work should have his horizon rather narrowed, and should think that what answers extremely well there is that which ought to be done under all circumstances. That is just the point on which I think we differ. I quite agree with Mr. Buckle, who said that for large towns where large numbers of blind are congregated together, workshops are admirable, and in such cases workshops are the very best means of employing the blind. Those workshops ought to be affiliated to the blind institution. What I contend for is that a pupil entering a blind institution, and educated there, should be cared for as long as he requires it, if necessary, all through life, by the institution, the alma mater at which he has been educated. That can be done in large towns by the institution having affiliated workshops. It has been done in Edinburgh with the greatest possible success, and I should only be too glad to see it imitated in London. At the same time, I don't say it from any egotistical motives, it has been my lot to deal with an institution of the blind perhaps in a broader way than any person in England. Necessarily in working with our British and Foreign Blind Association, and with the various societies with which I am connected, and what knowledge I have of almost every institution in the country, I naturally come to look upon things rather from an outside view, and I must agree with Mr. Buckle, that in a small town it is not desirable to retain all the blind who pass through the institution. I think there is very great reason for what Mr. Buckle says, that the ratepayers of York might naturally object to large workshops being established here, and for all the pupils sent through the York Institution to be employed in working in the workshops. The ratepayers might naturally say, "Oh, your work people are self-supporting! But then they marry and have children. As long as the blind man is alive, the wife and family will not go upon the ratepayers, but supposing the blind man to die; well, what then? It is very possible that a large number of helpless people might be thrown upon the rates in York, who properly ought to be chargeable elsewhere." So that I think there are serious objections to that. On the other hand, looking at it from the question of the blind themselves, I don't think it is at all desirable to concentrate the blind too much in centres. I think it is a much more healthy thing, where it is possible, to let them work at home, and in the country, and find their own markets. Mr. Martin grounded some of his observations upon a ease he mentioned to me privately yesterday, of two basket-makers who went out entirely upon their own hook, without any experience, and failed.

Mr. Martin: They were the best basket-makers in the institution.

Dr. Armitage: I am not speaking of experience as basket-makers, but experience of the world.

Mr. Martin: They were two of the shrewdest, best educated, most straightforward, npright lads, I ever had in the place.

Dr. Armitage: What Mr. Martin says very much strengthens my easc. Those most excellent basket-makers go out and fail, because they want help, which I maintain ought to be given them. There is a very strong case in point which I ascertained while I was in Dresden. As I mentioned this morning, all the pupils who leave the institution at Dresden, when they go home, are so far self-supporting that they do not require charitable assistance. They do not require assistance from the parish, and they never have it. It is one of the rules of the institution that they should not have it. All those who deserve to succeed, do succeed. It is perfectly certain that if two such basket-makers we have heard of had left the institution at Dresden, they would have succeeded, and succeeded well. Some ten or twelve years ago, the smaller States applied to the President of the Institution to allow their blind to be educated there, the smaller States paying the expenses. That was done, and a certain number of blind people from those places were educated. On leaving the institution, they went home, and commenced their work, under exactly the same circumstances as their Saxony brothers and sisters were doing, but the difference was that, in these States, there was no system of looking after the blind after leaving the Institution. The fund in Saxony was founded for the Saxony blind, and was

therefore not applicable to these people. The result was that every one of them failed. Men who were in precisely the same circumstances, and good workmen, did not get the assistance and the advice they wanted at the right moment, and they failed. Three or four years ago these small Principalities perceived this, and saw the eause of the failure, and since then a system has been adopted exactly like the system in Saxony. Since that time the few pupils who have left, and gone home, have all succeeded. That, I think, is a crucial test. Under exactly the same circumstances, the pupils have left without the fatherly aid of the institution, and as soon as that is given they begin to succeed. 1 have been told frequently that the circumstances of Germany and England are so different, that what applies to one would not apply to the other. I went to Germany principally to ascertain whether this was the ease, and I must say that I failed to see it. It seems to me that the circumstances are almost identical. Living there costs, as nearly as possible, the same as in England. The only advantage is that they get their lodgings far cheaper than our blind are able to obtain them in towns; but in the country our blind are able to obtain very much cheaper lodgings. At any rate the system has succeeded on a large scale, and therefore, I think, that experiment is worth more than theory on this point, then, the same system is followed by other Blind Institutions in Germany, and there almost all the pupils are self-supporting, and the fund for pupils who leave is going on accumulating, and is seareely drawn upon at all. The same is very much the case at Hanover and Vienna, and other places. So this system is spread over a very considerable extent of country, and under very different conditions, and I do think that it would be a very great thing for us to try the system here, beginning with one or two institutions, and gradually working our way. When we established the Normal College for the Blind some years ago, I was told "Oh, you will never succeed," I closed my ears, and we pushed on in faith, and the fact is we have succeeded—(applause,)—and I think it will be the same in this case. Dr. Campbell suggests employment in American broom-making. I think that it is a very desirable suggestion, and is well worth attending to. Let us get what we can out of it. In fact, there are a great many employments for the blind which are not practised in this country, and which I think might be very well introduced. My secretary suggested to me the other day, "Why should not the blind become chimney sweeps?" (Laughter.) I think there is a good deal in that suggestion. All the brushing of the chimney is the blind man's work. He does not see what he is doing, and with the assistance of a seeing apprentice-some person whom he can rely upon-to go on the roof and do the little necessary there, I don't see at all why blind men should not become successful chimneysweeps. There is one advantage—it is good pay, and there is plenty of work for almost any number. There, again, we should get the adult employed, and that is just what we want. The greatest burden upon me is the thought of the number of adult blind who are nnemployed. I get letters constantly referring to some blind adult who wants employment. We have to give a stcreetyped answer, telling them to apply to certain workshops where it is possible to get employment, and telling them that if they cannot get it there, we do not see how they can earn a living, except by trading. Trading and hawking is a practice extensively nsed by the blind; but hawking comes so close upon begging, that it is very difficult to draw the line. It is not an occupation one likes to recommend to the blind. Mr. Moldenhawer has almost answered this question. I quite agree with him in his experience at Copenhagen, as to the employment of blind in the villages. Mr. Hall is a little averse to training too large numbers as mnsicians. There, again, I quite agree with him. I do not think it is desirable to train very large numbers of the blind to music. I think we should take those who, from their capacity or circumstances, are likely to succeed, and train them to that occupation which is the most remunerative in the end. Of course, at a small institution where there are no means of teaching music very well, and making artistes, you will not get a large percentage of success. In fact, it is much better not to make the attempt at all. I think small institutions that have not the means at their disposal of making real artistes as musicians, had much better confine themselves to elementary education, passing those who are intended for music up to an institution like the Normal College for the Blind: and they should teach trades to those who are not intended for music. It is already done at Manchester, and at Glasgow, and I think it is very desirable that institutions all through the country should work harmoniously together. Something was said about blind musicians playing in public houses. Well, of conrse, when I speak of musicians, I do not mean blind fiddlers who go about in public houses. In Saxony, if a blind man goes to a public honse, he is excluded at once from the funds. That is the system all over the country. That comes under the title of begging, and ought to be stopped. With regard to the employment of women, there is one point which is not very generally known, and it is that a large number of blind women in London are being employed now in writing out books. They have learned the system in the Blind Schools. They do not earn very much, some three or four shillings per week, in writing out books, which are sent out to the different institutions. They write out books for which there is not a very large demand, and which it is not worth while to print-books which are wanted in a hnrry, and which cannot be printed. The daughter of a blind lady wrote to me just

before Christmas, stating that her mother was blind, over 60 years of age, had learned Braille character, and was very fond of the "Antiquary," and that she should be glad to present her mother with a copy of the "Antiquary," in Braille type. I got some copies and sent them to different writers, and I am glad to say that almost the whole of the work was completed within six weeks. This is an employment for blind women, which ought to increase very considerably throughout the country. We do not want to monopolise the work in Loudon; it would be best spread all over. Any amount of books are wanted, and it is a more question of expense. I find a note here of another striking instance of the results of the want of proper education of the blind. Hamburg is a town of 400,000 inhabitants. It is a most prosperous town. It is very healthy, and there is any amount of money there, and a very great amount of charity. The history of the blind institution at Hamburg is perfectly shocking. A small, dirty place, with about twenty pupils. It serves at the same time as an Asylum for the adult blind for life; in fact the circumstances are just what they might have been 50 years ago-circumstances which have passed away from this country for ever, I hope. If the same kind of system was followed there, all the blind of Hamburg could be employed, instead of being beggars in the streets, as they are now, and going about looking for assistance from different charities. I think I have answered every question now. (Applause.)

Mr. MARTIN: Do the blind in Saxony pay for their own food, or do they live with their friends on the bounty of their friends?

Dr. Armitage: When they go home they always pay for their board and lodging.

The Rev. J. Kinghan: You seem in favour of establishing the Saxony system in this country. May I ask if you have any practical proposals to make in order to carry it out?

Dr. Armitage: The first measure would be that every school should keep a register of its pupils, and know exactly the circumstances of all the pupils who leave. Then they should continue a correspondence with the pupils, and each pupil should have a little book kept, in which everything relating to the particular case should be kept. Thus the director knows all about a particular case if any assistance is required. Materials should be supplied at wholesale prices, by which means an inducement is given to all pupils to keep up intercourse with the institution. In the first years, if the pupil is not able to sell many things, let him send to the institution any surplus stock to be sold there. (Applause.)

Mr. Brysson: With regard to the question of brush-corn, I can only say that the price of bringing the material to this country would frustrate the making of brooms as a successful trade, because

the corn has attached to it a large quantity of stalk, the carriage of which would have to be paid for. Then, again, we have a large number of brooms brought from America, Germany, and France, which makes the competition too keen. Some time ago my attention was called to a machine brought from America to facilitate the making of corn-brooms, and I talked to my foreman about it, but we came to the conclusion that it would be a failure, and therefore we decided not to purchase it.

Mr. Hall then took the chair, Archdeacon Watkins being obliged to leave.

Mr. S. Nell, Rector of the Royal Blind School, Edinburgh, was then called upon to read his paper,

THE PSYCHOLOGY OF BLINDNESS, AND THE EDUCATION AND TRAINING OF THE BLIND.

[As the paper furnished by Mr. Neil dealt to a large extent with the general principles of Psychology, in order to shew their adaptation to the improvement of the blind, the whole is too lengthy and perhaps too abstruse for insertion here, and hence the following extracts, which consist of those passages which seemed to have the closest bearing on the subject in its relation to the culture of the blind, have been selected from it.]

"Psychology is the science of consciousness. Consciousness is that power which realizes experience, and transforms it into knowledge. Science is knowledge thoroughly investigated and comprehended by the reason. Knowledge is sensation transfigured into thought. We receive, examine, reason upon, classify and interpret experience. Experience is sensation ripened into perceptions—which are the messengers to, and informants of the thinking faculty. Psychology, therefore, implies a scientific theory of the mind, and of the action of the phenomena of Thought.

"Man is not all and only mind. He consists of a material frame animated by a living power, which learns through it the nature, qualities, and activities of the outward world. Experience bears the double mintage of thing and thinking—sensation and idea. The limits of perception are prescribed (to us) by the number and power of the senses, and the accuracy and extent of our sensibilities. Our senses, and the capacities they have of informing us of things, form the natural boundaries of our experience, and mark out our ability to comprehend the Infinite of Nature.

"It seems clear, therefore, that a four-sensed being cannot have the same amount and kind of instrumental power which a five-sensed one possesses, and that a much greater number of aids

to the apprehension, and of helps to the comprehension of knowledge, would be required by the former than the latter. A prime requisite in all culture—but especially in the training of the blind—is, that clearness and correctness of sensational perceptions should be secured. The materials and the experiences employed in teaching them ought, therefore, to be such that the most simple, striking, precise, specific, and definite sensations may be impressed on the mind; and that the most distinct terms and the most accurate phraseology should, from the first, be connected with these. Clear apprehension and plain language ought to be sistered and twinned in the intellect.

"The blind are deprived of an immense amount of unconsciously received, but most effective teaching, which the sighted enjoy—the whole panorama of the universe—the marvellous object lessons in God's great school—nature. 'The world of the blind,' says Prescott, 'is circumscribed by the little circle which they can span with their own arms; all beyond has, fer them, no real existence.' Even the sense and sympathy of numbers, and the rich joy of cooperative study and sociality, are, in a large measure, beyond the experiences of their common life. We have to bring the universe within their hands' grip, that it may be brought within their mind's grasp. They need real teaching: they cannot be taught by drawings, pictures, diagrams, &c., common to many; they must individually touch and feel what they are to know.

"In a large majority of cases—both of those who become blind in early infancy and of those who are born blind-blindness is the result of deficient or impaired vital energy. The fundamental basis of organic sensation is not what it should be. Not only the nature, but the tone of the constitution is unsatisfactory. The life-stuff is, as it were, inadequate in amount, as well as defective in kind; and, therefore, in all the arrangements for the up-bringing of the blind, special provision should be made for mere physical culture—the due training of the sensational animal mass, the body. The unfavourable diathesis requires specific treatment; predispositions and ill-habits of body need correction: the weakly constitution ought to be up-built to the best and healthiest state it can attain. A generous and well-chosen diversified diet, careful medical oversight, the most improved sanitary arrangements in schools, sleeping-rooms, workshops, &c., open-air exercise, and properly arranged and practised athletic gymnastics, are peculiarly necessary in the case of the blind. Bathing, swimming, tricycling, and riding, where possibilities and aptitudes unite, would be advisable. Health gymnastics, elegancy of deportment, and activity of frame, ought to be so considerately and persistently pursued, that the animate organized machinery may be brought into its highest state. The development of the latent aptitudes of the muscles, the co-efficient working of the nervous tissues, the associative action of the appetites, and the vital sensibilities, demand attention and care. The fundamental personal vitality of the individual lies as the *substratum* of all sensation, and is implied in the processes of the mind. It is not only psychologically, but logically among the premises of experience and thought.

"A wise and proper Psychological culture should suggest and codify such a series of rules and regulations as would tend to superinduce good, healthy, systemic, sensations and apperceptions, employing and applying the laws of Hygicne for the correction of all insanitary sensitive conditions, and the perfection of all sane and salutary states of feeling. It should teach us the physiological grounds upon which the sensorial machinery demands that, by diet, exercise, cleanliness, pure air, proper clothing, and duly arranged attention to all the natural requirements of the body, the life-stuff of the frame should be kept in the highest Ventilation and heating; well-adjusted proportion between labour and rest; recreation and iutellectual strain; and well-ordered arrangements for periodicity of attention to all the evacuatory and rejective processes of the system should be set before us as indispensable to corporal well-being. It will show us, too, that the gymnastics by which the blind are drilled must be specially adapted to their condition. They should be exercises in flexure, in getting into defined postures, in grasp of greater or less strength; in stepping distances, in balancing poles, rods, &c.; in lifting weights and estimating measurements; in walking in straight lines, zigzaging in different forms, in following bells and keeping time to music, &c.; such as shall secure equipoise of frame, harmony of muscular and nervile action, rhythmic co-operancy of limb, muscle, nerve and mind; as well as symmetrical grace and ease of movement and deportment; the regular and equable action of the lungs in respiration, the calm flow of the blood, the balance of power between motious: compactness of force and competency of activity, such as shall ensure the correction and avoidance of contortion of face, spine, muscle, or nerve. These gymnastics ought to be made as highly educational as possible. Thus they might help to develop the ideas of space, distance, measures of length, rate of motion, and consequently passage of time. They might supply practical demonstration of mechanical powers and their laws, of weight, speed, strain; instruction in force, resistance, size, figure, proportion; and training in tactile subtlety and dexterity of manipulative skill. To these sensation-culturing gymnastics of body there could be added, as both Fellenberg and Froebel have shewn, the gymnastic of the social emotious, by the introduction of wisely managed play, athletic games, games of skill, games excitative of diversion and of mirth, games requiring activity of body and resource of mind. Thus play, pleasure, elegance and health, by the combined operation of gymnastic and amusement, Hygienic and educative drill, would culture the systemic sensations to useful results and high happiness.

"It is the duty of the educator to insist that the sensations on which knowledge is founded should be experienced from the best possible specimens of the original objects, at first hand, in the fresh flush of excited curiosity, frequently and carefully repeated. critically examined, carefully analyzed, and, where possible, fixed in the intellect clearly. To secure this coadequacy of sensation and representation, especially in the blind, we must, in the earlier period of training, excite as many pure and namixed experiences as possible, and at the very moment of the experience communicate the representative word of each, so that idea and word may be welded into onencss. In too many cases, even in ordinary teaching, the use of words precedes the acquisition of the exact and adequate intellectual impression; and definition is employed to fulfil the purpose of information. This taking (or rather mistaking) the glib and ready use of words as evidence of knowledge, prevails very widely, and, as a thought-impairing fault, needs to be carefully guarded against. Sensations should be skilfully excited and wisely educated. As varied and well assorted an induction as possible ought to be brought nnder the pupils' ken. Actual objects should always be preferred to representations, and of representations those ought to be chosen which come nearest to the reality. the culture of the blind, everything should be capable of tactile examination, and simultaneously with the material and actual experience, the correct and precise words should be taught. The close, terse Saxon terms which are of every-day homely use, in general keep nearest to the sensation in etymological suggestiveness, and ought to be preferred. The use of the terms expressive of sensations experienced should be immediately put in practice in the composition of simple sentences. Forms can be felt as well as seen, and tactile perception requires culture as a mode of receiving knowledge, just as the eye does. We speak often of the trained or educated eye, and we know that the eye sees only what it has the power of seeing. Similarly the unaccustomed sense of touch takes little cognizance of forms, until it is educated and taught habitually to observe. And just as we pursue the plan of passing from the teaching of the simple to instructing in the knowledge of the complex in sight, so should we do in touch. We require an alphabet of touch sensation. It would greatly advantage the arrangements for the culture of the blind to know what is the real element in the sensation of touch. What are the distinct sensations conveyable by touch? What are the ideas of which these sensations are, or can be made, the suggestors? What are the most effective conditions for experiencing sensations of touch? What is the minimum of tactile sensation? How are sensations of touch transformed into knowledge, and what means can be employed to increase and perfect such a transference? What forms and objects may be employed so as best, *i.e.*, most simply, yet scientifically, to educate the touch? How may the muscular sense and the general sensibilities be best employed to aid and supplement touch?

"A series of lessons, which would convey in regular progressive order, systematically arranged and graduated, and supplying an entire culture of sensational impression, accompanied by a lexicon of sensations, and of derivative words formed from these, would form a boon to the blind. Experience and expression should be kept as closely together as possible, and on the teachings of the senses the principles of science should be based. Matter gives through sensation the form in which it is known. This information from the senses undergoes transformation into thought. Correct apprehension unifies the sensation and the percept into fact. This is definable and thinkable. The senses become the servants of the intellect, and man, through them, is not the interpreter of nature only, but its possessor, and to a certain extent through science, its sovereign.

"Sight is the queen of all the senses for extent of territory, wealth, and grandeur of possession. I refer to it here merely to indicate the ideas of which the unsighted are deprived. The Psychological peculiarity of vision is that it presents objects in syntheses, as complex wholes, while all the other senses shew them in analysis as consisting of parts which require to be built up into wholes. True thought, scientific knowledge, is only gained when analysis and syntheses are brought into a unity in the mind, when all the parts are seen to make one whole, and one whole is known in all its parts. We see a landscape at a glance, we give separate attention to each part when we examine it. We observe and individualize, define, and classify the complicated phenomena of vision, and so recognize the many in the one and see the many as one. The real radical difficulty in the intellectual culture of the blind seems to me traceable to this point the excitement, exercise, and training of the constructive powers of the intellect, the need of which is so little felt by the seeing, so essential to the blind. This difference in the nature of perception involves also difference in reasoning. Sight perceptions are immediate and simultaneous. Each part occupies its own place in the whole, and shows itself in its right relation and true proportion. Foreground and perspective are arranged into oneness for us. Idealization, conception of form, relation of parts, functions, &c., as united in plan and purpose, is easy, speedy, effective. derived from sight are, therefore, numerous, varied, influential, readily recalled to memory, and re-produced in words of a descriptive character, or by a drawing, diagram, or other visual

illustrative re-suggestion. But touch must take in the external. part by part, as successive elements constituting a continuity of experiences, which require to be re-constructed in memory, and held bound together there, as a chain of sensations—a series, not a congeries. The eye is the true educative sense. It leads out the capacities of the mind, and brings into oneness the thing seen and the unseen thinking power—in ideation. Touch is rather an instructive sense. It builds up in the mind. It redisintegrates that which was given in discrete parts, not in vision, but in division. Hence, in the first instance, at least, that is, in all that concerns ideation from sensation, the culture of the blind must be east in a different mould from that imparted to the seeing. A sighted person perceives a map at once, and then disintegrates or analyzes it into parts. No such eye-glance is possible to the blind. He becomes acquainted with it by successive tactile impressions, and constructs it into oneness, by linking experience to experience by some definite association. He must unite perceptions into concep-He must think things as palpable and tangible, not as To him actuality is tactuality. The chemistry of thought must crystalize the discrete into the concrete. Induction yields instruction. To a sighted person the course of experience is sensation, resulting in comprehension; comprehension defined and brought to a point, in apprehension; and apprehension quickened, into ideation. In a sightless person, the first effort is prehension; prehensive sensation rendered clear and accurate by repeated comparative observation, yields apprehension—a fixed holding of the gained experience in the mind as a percept, and this percept, gathering all cognate and collateral apprehensions into one, becomes comprehension. The sighted can readily and quickly sift the complicated phenomena offered to sense. The blind have a more limited range of opportunities for examining samples, comparing them, and judging of their similarity or dissimilarity. consciousness is not so constantly filled with experiences which lie latent in thought till reflection requires them; and they need to do much of that, by the retaining memory, which is performed in us unconsciously by mere multitudinous repetition. How many sensations must be retain in the treasury of his mind, ready to awake and arise and come forth into life, which we have ever before us? Besides, sight supplies tested sensations, defined by use, and particularized by habit as resting points for thought, while those who want sight can by no imaginable pre-science attain the same kind, amount, or nature of experience as those who possess Here emerges one of the practical fallacies of culture. employ in educating the blind modes and forms arranged by the sighted for the sighted, and often conducted by the sighted, in such a way as to present very little difference indeed in the perceptible word-results of the knowledge given expression to by the seeing

and the blind. But the use of the language of the sighted by the blind does not really, as one is apt to suppose, prove that the thoughts, processes, associations, or even sensations of the sightless, are the same as the sighted. Words are not so really the expression of our impressions as they ought to be. Rote and routine have led us to use words as counters and signs, rather than most real things—the mintage of the mind, the current coin of thought which is worthless, unless the real and the nominal value of it is co-incident. We give our words too little examination and verification, and like the alchemists of old in their use of minerals, employ them in the gross, and not as the modern chemists do, search for their characteristics, and determine their use thereby. This simulation, long continued and habitual, becomes almost semi-consciously dissimulation, and words become traditionary rather than rational.

"Real knowledge should underlie word-knowledge; but when real knowledge is gained, many other words than those which are expressive thereof, may be explained and understood, and so employed intelligently, by analogy and sense of equivalence. A thorough going logic of analogy for the blind—one which would enable the mind to transfer forms of thought given to one sense to use by another—would be of incalculable benefit. Language could thus be made an instrument of reason as well as an expression of thought; for the laws of thought are teachable through signs. The universe is full of analogies, and the mind delights in perceiving them; hence a mode of culture in thought and its interpretation, in logic and its applications, might be put into the power of the blind, and signs would reveal the secrets of science. To the intensification of sensational power, this would superadd the extension of the power of reasoning, and widen the range of intellectual interests.

"The blind man's touch seeks sensation as the source of thought. He gropes for knowledge that he may grip and grasp it. The forms it yields inform his mind. It is the effect of repetition and use to knit closer and closer the conjunctions of sensations, till, by frequency of juxtaposition and relationship, the consciousness of their individual distinctness almost vanishes, and they coalesce with such rapidity that we can scarcely comprehend how they ever existed apart. Impression, transmission, and trausformation acquire such rapidity that feeling speeds into thoughtimpact into fact and act. Of course sensations, as indications of the original organic consciousness of condition, and as the sources of ideas are more effective in the blind, because they have less to distract them and are more free to multiply and reflect upon them than others. The more important they are felt to be the more importunate is the desire to intensify and increase them. Their entire sensitive organization, thrills with a keener and more exquisite capacity; hence their delicacy of perception of air,

sunlight, sweep of wind, peculiarities of sounds, scents, temperature, &c. But it is to tactile sense, in its specific organized state, that the blind must most trust for knowledge and work. His fingers must be as eyes to the blind. The sense of touch must, like every other sense, have its peculiar affection. Every fibre of that organized nerve-matter, must, if it is healthy, he capable of inducing specific sensation—some experience unlike that which the excitement of any other power imparts. This is the element of effectiveness in touch; when we exert on it the power of reflectiveness, we set in operation instructive and educative culture, We must make the original perceptions of the sense acute, before we can make the intellect astute. The supreme law of sensation is this—that the amount and degree of sensational perception varies in proportion: -- (1) to the power resident in the nerve; and (2) the fitness of the stimulus brought to hear on it, and from this may he deduced three subsidiary laws of sensation which may he depended on, viz: -(1) a sensation, or such a sequence of sensations as result in a perception, acquires ideative intensity in proportion to the clearness and simplicity with which it is experienced. (2) sensations acquire definiteness and unmistakability by frequency or habitualness of recurrence. (3) sensations, in a healthy state of the organization, acquire impressional power in proportion to the pleasure or the interest they yield or excite. To secure fixity, sameness, and reproductivity of impressions, these three laws must be observed. Sensation is made more discriminative by presenting to the touch, successively, plainly contrasted impressions; for contrast intensifies experience. It is thus that the simplest and most elementary of the knowledge-giving senses is to be brought into nicety and exactness; and thus it is that touch contextures and interweaves sensation into knowledge, "as the silkworm converts the mulberry leaf into satin."

"The great difficulty is to bring all experience within tactile conditions. This requires many ingenious and expensive kinds of apparatus; varied and well-assorted objects; and a large command of figured forms and preserved animals and birds. Every school for the blind should have a well-stocked museum, and the gentry near them should supply readily specimens of plants, birds, animals, stones, metals, manufactured articles, specimens of fabrics textile and fictile, curiosities, busts, statues, reliefs, models of monuments, buildings, bridges, lighthouses, ships, and anything that, by appeal to touch, can quicken and inform the mind. Were the education of the blind arranged for under a wise Government scheme, a great variety of these might be supplied by loans from the National Museums, on the condition that they should be safely kept, employed in teaching, and that the results of such teaching should be tested officially.

"Similarly, to a large extent, one might say, object lessons for

the blind should be arranged so as to educate special tactile sensations, instead of teaching all the qualities of an object at once while engaged with it. Having trained to the clear perception and ready recognition of special qualities in a graduated manner, in regard to surface, form, texture, consistency, manipulative impressibility, susceptibility to mechanical, chemical, or other change of character or shape, we should then, in a given order, according to our purpose, re-subject the objects, systematically arranged in series, as, first having like; second having unlike qualities, &c., to the investigation of the touch to acquire, by induction, a knowledge of the real nature of each object taken as an individual.

"The practical education of the blind should be a true apprenticeship (time spent in learning) in the art of acquiring trustworthy knowledge of materials, and of the operations of toolhandling erafts. I should like to see a skilful analysis made of all the processes of trade-skill and handicraft available to the blind—not a mere list of resourceful experiments made and made successfully by the blind, or of solitary and exceptional attempts more or less favourably regarded for the employment of the blind in certain industries more or less easily pursued, but a well-considered and accurately thought-out exposition of the nature, requirements, processes, skill, likelihoods of success, &c., of such employments as are found (or are thought to be) eapable of yielding useful and profitable work to those who are dependent on handierafts per se—the four-sensed dwellers in this five-sensed world. If there is any set of pursuits of an industrial character in which concentrated attention, cultured skill, ready-handedness, and individual resource have a fair field, and vision is not an actual necessity either as regards machinery or material, the blind should be tried at it.

"It is a sad thing that the blind have been so long and so much treated as waste products of social life. This has led to their being neglected in infancy, and often pauperized in mature years. Carelessness of them when young, ineapacity to teach them, over indulgence, and perhaps semi-contemptuous pity, have done them serious injury. The true principle which ought to rule in the education of all human beings has not, in their case, as yet, attained the prominence and acknowledgment which it ought to have. It is this, that the greater the amount and the more serious the kind of deficiency, natural or acquired, under which any one labours, the greater the amount of skill, pains, effort, ingenuity, and persevering thoughtfulness, which ought to be expended on their teaching and training, so that they may be, as nearly as possible, brought up to the normal average. I plead for the general prevalence of patient, adaptive, wise, kindly, thorough, and honest teaching, both intellectual and industrial, for the blind; for highlytrained, fully equipped, morally-ennobled teachers, and for a enlture which shall make them wise, happy, useful, and blessed—which shall make time dutiful, and eternity beautiful. A Psychology which would direct to such a culture, would bring every sensational informant of the mind to its highest power, excite the whole intellect to the best thoughts, and lead the soul to the holiest aspirations, would be a blessed boon to those who have to undertake—to those who would be brought under—such training. I should be glad if this taper-light of mine should succeed in causing a brighter light to arise on the pathway of the blind and their instructors.

"Such a Psychology would do this as regards the blind; but it would also have important teaching for us. It would present to us good grounds for thankfulness and joy that God has bestowed on or continued to us the blessing of sight, and teach us to open our eyes to the evidences He gives us thereby of His wisdom, love, glory, and power. It should lead us-in the spirit of that Scripture, which says:-- Bear ye one another's burdens, and so fulfil the law of Christ '-to bethink and bestir ourselves that the highest and best moral, mental, industrial, and religious training should be provided for those to whom sight has been denied or obscured: that the means used for their betterment should be abundantly and beneficially supplied; and that our own sympathies should go heartily forth towards them after the example of Him 'who took the blind man by the hand.' It ought to shew us that it is not because we have senses we have souls, but that because we have souls, we can and should train, control, use, and enjoy our senses; that though the sense-impressions of the blind are fewer in number than those given to us, the thinking spirit is there to be quickened both by skilfully-given instruction and by the inspiration of God, which giveth him understanding of things secular and sacred; and that it is our duty to be missionaries of comfort and blessedness to such as are the subjects of this severe and serious deprivation."

The Chairman: Having listened to the very learned and scientific paper, it now remains for any member of the Conference to make a few remarks.

Mr. Buckle: The remarks I should like to make are in the form of moving a vote of thanks to the readers of the papers which we have listened to to-day. I hope you do not think this out of place. To my mind it is very proper, for in arranging the various subjects for each day of our Conference, it was a matter of no small anxiety to me to get readers of papers suitable to be listened to. Dr. Armitage was one of the earliest who promised to do something for us, and I may say that not only has he spent his thought over the matter, but also his time in going to Germany to ascertain for himself facts which have the

most important bearing upon the question; I think we owe tohim and to Mr. Neil votes of thanks for the pains, trouble, and time they have spent in preparing the papers which we have listened to to-day. (Applause.) The last paper is most important. I regret to say that from one or two interruptious, I have not been able to listen to the whole of the paper; but it has this relation, to my mind, in regard to the education of the blind, namely, that our aim should be in our blind institutions to teach our pupils from facts and not from words. Our teaching, in fact, should be realistic, and not idealistic. That is, when we teach them about the fox, we should try to put a fox into their hand, and show them what it is like; and when we teach them about the leaf, put a leaf into their hand. We all know people may talk very glibly about a great many objects, who really know but little of them from actual observation; our aim should be to have our teaching founded upon observations the blind have made by having handled the objects, wherever this is possible. We need not adopt an extensive range of subjects; but let us try, whatever subjects we take, to work them out thoroughly well. I beg to move a cordial vote of thanks to the readers of the papers. (Applause.)

Dr. CAMPBELL: I have great pleasure in seconding the resolution, and in doing so I should like to express a hope that the full paper of Mr. Neil will be published, as we have not had time to hear the entire paper. For one, I should like very much now to read it and study it carefully. There was also very much interesting in Dr. Armitage's paper, and I shall hope to see that in print. While seconding the resolution, I should like to be allowed to make one suggestion upon a subject which will come up to-morrow. It is a very serious question, how to get rid of all the articles made, and how to make them in such a way that they ean be made saleable at prices at which the blind can produce them. It seems to me that if all the Institutions could agree to have one thoroughly practical business man to purchase raw materials, and to find sales and obtain large orders, I think great results might be obtained. I cannot elaborate upon the subject now, but I should like it to come out fully in discussion to-morrow. With all my heart I am desirous of seeing the blind elevated from panperism, and to do that we must find employment for a great many people who are already beyond school age. This can only be done by getting the material at the cheapest possible rate, and to get it cheap, we must buy it in large markets, and of the best quality. If one man is buying for all the institutions, it seems to me that something might be done to facilitate the blind being self-supporting.

Mr. Humphries: I think that is a very valuable paper of Dr. Armitage's, and I think it would be better that a small committee should be appointed to report upon that matter.

The CHAIRMAN: Before putting the resolution, I wish to say that I mentioned to Mr. Buckle the desirability of publishing the whole of the proceedings of this Conference, and I feel sure that not only those Institutions which are represented here, but also the whole of the Institutions in this country, and many abroad, would like to have eopies of the proceedings of the Conference. I look upon it as not only desirable for the managers and committees of institutions, but I think it would be a very great benefit if the various institutions, the secretaries and managers, had a number of eopies sent to their subscribers, so that they might be better informed on matters connected with the blind. There are a great number of people who give their guinea and half-guinea, who know very little about the blind. I think if they knew more they would give much more largely than they do at present; and if a larger number of eopies were printed the prices would be less. I hope Mr. Buckle may be able to get support from those present, which will encourage him to have the whole proceedings published. I beg to put to you "That the best thanks of this meeting be given to Dr. Armitage and Mr. Neil for their able papers."

The resolution was earried unanimously, and the Conference then adjourned until the following day.

TUESDAY, JULY 24th.

The Conference met at ten o'clock in the morning. The chair was occupied by the Rev. John Hen, Clifton, York.

Mr. BUCKLE, York: There are two or three little matters to bring before the meeting before the regular proceedings begin. In the first place, I have personally to make some apology with regard to the service in the Minster on Sunday morning. Through a misunderstanding between the Dean and myself, I am alraid some members of the Conference were not treated quite as the Dean or myself would have liked. The Dean kindly promised to reserve a certain block of seats round the throne. The Committee had asked him to reserve seats for them, and as I was coming from the early service at the Minster, a Verger asked me how many seats should be reserved. I was under the impression that he meant scats for the members of the Committee, and I said I did not think there would be more than six there. Consequently the Verger only reserved five or six seats, and out of that misunderstanding a little unpleasantness arose. I am sorry for it, but it was purely a misunderstanding, and I hope it will be regarded in no other light. I propose, after Canon Raine has shewn us through the Museum Grounds, that we should go and have our lunch at the Café, in Coney Street. It will be the means of cementing our acquaintance. I think, perhaps, I had better ask the number at the conclusion of the first paper, because there may be two or three more here, and I can send a message on to Coney Street, and they will be prepared for us. Mr. Munby kindly suggests that there are interesting remains within the precincts of the Castle, and he will take us there after lunch, before the afternoon (Applause.) Then this evening there seems to be nothing particular in the city that would be amusing or entertaining to the members of the Conference, and I propose to place our singers again at the disposal of the Conference; and Mr. Neil, of Edinburgh, who is a great Shakesperian student, will, I am sure, help towards making a pleasant evening by some readings. (Applause.) Mr. Neil has also collected a series of poems on the blind, and by the blind, which I have read very carefully, and I know it to be a most interesting book, and some pieces, I know, he will do justice to, if he reads them. (Applause.)

Dr. Campbell said: I should like once more to express my regret that you are keeping the papers cut down. I would rather give up any excursions. I, for one, would give up any discussion upon the paper, or any pleasant things outside, so as to give gentlemen who have prepared papers the time necessary for them to give us the benefit of their papers. I should like once more to move that the papers be not limited to time. I may say that I am very much pleased with the pleasant things which Mr. Buckle

has provided for us. (Applause.)

Dr. Armitage: I shall have great pleasure in seconding that.

Mr. Hewitt: I should hope that will not limit the time for discussing the various points raised. I think five minutes is certainly too short to give any practical explanation or information upon the various branches of trade which will be submitted for our consideration here. (Applause.)

Mr. Nell: It would be better to leave it to the meeting. If anyone is speaking on interesting matter, the Conference will listen to him; if he is speaking on uninteresting matter, they will

make their feeling known.

Mr. Hall: I think there should be a limit on the speakers. If it was extended from five to ten minutes it would be ample. I have pleasure in moving an amendment that the time be extended to ten minutes.

Mr. HEWITT: I have pleasure in seconding that,

Dr. Armitage: I think the papers ought to be read in extenso; but I think five minutes is ample for anything that can be said in discussion.

The CHAIRMAN: If the papers are read in extenso, there will be hardly time for more than five minutes each in the discussion. I now put the proposition to the meeting, that the papers be read in extenso.

The resolution was carried.

Mr. Buckle: The original regulation as to discussion was that there should be five minutes each allowed. If the ten minutes' motion is not carried, I suppose we shall fall back upon the five minutes. I may say that with the papers read in extenso, and ten minutes allowed for discussion, we shall hardly get through the work in the time allotted to us. I certainly think five minutes each is enough for discussion.

Mr. Hall: I am perfectly willing to withdraw my proposition, if it is the feeling of the meeting.

Mr. Hewitt: I feel very strongly upon that point, and I should like the feeling of the meeting to be tested upon it. Five minutes is certainly, in my opinion, too short. You cannot deal with the subject in the time, and I hope the trades will be dealt with very fully by the Conference.

The CHAIRMAN then put Mr. Hall's motion, and it was lost by 12 votes to 10.

Mr. S. S. Forster, M.A., Principal of the College for the Blind Sons of Gentlemen, Worcester, then read a paper on

A PLEA FOR THE HIGHER CULTURE OF THE BLIND.

It would be a safe assertion to make that there has never been a period in the world's history before and since the days of

Blind Thamyras and blind Mœonides, Tiresias and Phineus prophets old,

in which men visited by the great chastisement of loss of sight did not exhibit gifts of the highest order, and succeed also in displaying them strikingly for the benefit of their race. And, as if to shew that blindness was not an insuperable barrier to any kind of intellectual effort, these abilities have been exhibited in the most varied and surprising forms. Milton, in stately prose and verse: Sanderson, in the dry air of pure mathematics: Huber, in familiarity with insect life; Zisca, planning the details of a campaign; Metcalf, laying down the road across the bog to Standish Foot: Prescott, in the romance of history: Miles; Fawcett, in the brilliant management of a difficult department of the Civil Service; are prominent examples of the power of blind men wielded with effect. The number might be greatly multiplied. Of many there will be no record—

Vixere fortes aute Agamemnona Multi, sed omnes illacrymabiles Urguentur ignotique longä Nocte, carent quia vate sacro.

and with powers lower in degree, but the same in kind, blind men have sustained themselves from time to time in the battle of life, and, it might be added, have contributed to human happiness and human good; and this in every branch of cultivation, so that art and science, civil and domestic, have been indebted to men unable to see visually the results of their own suggestions.

Doubtless the above prominent instances were regarded as wholly exceptional, due, perhaps, to genius aided by fortunate circumstances, such as means and friends; but it does seem amazing, that the contemplation in the aggregate of so many excellent examples did not lead earlier than the present age to the conviction, that not only should the blind not be barred from a share in the common blessing of a good education, but that on every ground of fitness, justice, and generosity, their way to it should be made as smooth as possible.

There is indeed a certain section of blind boys—and it seems right to make this admission at the outset-who from the nature of their case seem destined to disappoint the efforts spent upon them either wholly or partly; who, in the midst of excellent examples, refining influences, humane corrections, and religious teaching, grow up perverse, obstinate, and sometimes vicious; or else, feeble in purpose, weak in fingers and feet, plastic to folly and amusement, but inert to activity and goodness, they resist all efforts to rouse them to the selection of an object or an ambition, only to be registered as failures during their probation, or requiring, it may be, a longer probation than is possible at an Institution. These cases, it may charitably be hoped, and experience, indeed, seems to show, are due to the injury inflicted on the brain by the canses which produced blindness, which are varied in their nature and severity. Every teacher has had to deplore them, and his greatest trials and humiliations occur in connexion with them.

But admitting these, and setting them aside, the blind boy of healthy body and sound brain is, to all intents and purposes, nothing more than a seeing boy, whose lot is cast in the dark. The mysterions effects of this constant living in the dark have always exercised the imagination and sentiment of tender-hearted persons; but teachers of the blind prefer to disregard it, and come in time to forget it. To them blind boys are boys first, then boys in the dark. Boys with warm hearts, stormy passions, gentle affections, duetile minds, great capacities, memory, imagination, reason, and some subtle powers besides; of deep moral and religious feeling—bright, spirited, and happy, fond of work and play; never so happy as when competing and busy, whether at work or play;

courageous, persevering, of wonderful industry and patience. Is there any reason why the highest possible education should be withheld from boys of this kind? Boys, therefore, first, by all means, and next boys in the dark, needing the special aids and ingenious contrivances required by the circumstances.

It would, I think, quicken our perception as teachers, both of the true nature of this darkness and of what is needed to meet it, if we were required, now and then, to pass through a short experience of it; yet it by no means follows that the blind are the best teachers or the best inventors. Those who possess neither quietness, nor sympathy, nor ingenuity, will invent nothing, whether they are blind or seeing: those who have these qualities, and can add to them the experiences drawn out of darkness, will be invaluable as inventors, and, to a great extent, as teachers. I am, myself, a strong advocate for employing as teachers men of this character: being convinced that, when accompanied by a religious mind, it can win the affections of pupils, and develop them to any extent: and it will be a serious drawback to the higher education of the best of the blind, if, from any fancied inability, or a too jealous contemplation of results and consideration of pounds, shillings, and pence, they are debarred from this field of usefulness. But I am opposed to the idea, as not supported by experience, that the blind are ipso facto the best teachers or inventors. Valentine Hauy, the most lauded man in Europe, could see; and William Taylor, a name not to be forgotten in York, as that of the inventor of the best arithmetic board, could see. Mr. Wait, of New York, can see; Dr. Armitage, to whom we owe the best maps ever produced for the blind, is not himself blind. But Louis Braille and Dr. Moon, both blind, have distinguished themselves as inventors of types. So that the honour of invention is to be shared among those who, having an affection for the blind, which amounts to a passion, a fertile ingenuity, and an unquenchable perseverance, use these gifts to improve the chastening of blindness. And here is another advantage resulting from superior training, that every man whom we can turn out possessed of high sympathies and cultivation, and able to use his experience, will be a benefactor to all who follow. The man who gained a first-class and a Fellowship in Durham University, became a model and an incentive to all with classical aptitudes; and the student who lately gained a second-class in the Mathematical Tripos in Cambridge, although not a Sanderson, has opened a similar door to all whose powers are mathematical; and the sympathies and labours and ingenuities of each are available for all who follow in their footsteps.

I said that blindness was a chastening. No one that I remember, before Mr. Marston, pointed out clearly, that blindness was not a calamity to be alleviated, so much as a gift to be improved. It is a discipline, a talent. Good people have let

themselves believe that to be blind is to be useless and helpless. "They must submit to their calamity." Hence the lateness of the efforts (we are in the 19th Century) made for them; the meagre and seanty literature provided for them; hence the low walks of life reserved for them as a natural inheritance. The words calamity and chastening may very well stand for the old system and the new. The calamity theory, then, must be dethroned, and the theory of chastening must take its place.

What, then, do we desire for our boys in the dark? Simply that all obstacles should be removed, and all needful facilities given them, so that they may do what they can in the great work of self-chastening and self-improving, competing with the cleverest and the best at every step. We want it to be possible that they should climb from the bottom to the top of the social scale if they have the talents and the industry to do so. We want each boy to rise to that place of usefulness for which he is fit, gathering up with him, as he goes, those refinements which associations with eulture give. We want him to be free, not drawn aside by his poverty, on the one hand, or by the bait of a premium to unsuitable and uncongenial work. If he be quite free he will gravitate, up or down, to his right level and proper work, whether it be making brushes or preparing lectures. Nothing but moral disqualification, or sheer inability to rise any higher, should stop him. A seeing boy can begin in the cottage and end on the Bench. We want the same kind of facilities for the boy in the dark. We need good primary and secondary schools, and good The existing law should be enforced, and the provincial schools be made open in effect as they are in theory: or, if that cannot be done, we need special elementary schools for juniors sprinkled about the country. The existing institutions should receive Government aid, and submit to Government inspection. Many of them are already available for trade and technical education. An excellent Musical College now exists. A good, well-endowed College for Classical, Mathematical, and General Literature is also required. We have been endeavouring, with imperfect means, to supply this at Worcester. But what is wanted all along the line is greater liberality on the part of somebody; for prizes, grants, scholarships, fellowships, inspectors, and printed books. The course of proceeding then will be something like this. Children of five to nine years would leave their homes, where the influences and surroundings, even when kind and tender (and they are often the reverse), are not strictly favourable to education, and attend, in most cases as boarders, the Primal Schools. These schools should by no means be filled with blind children only, but seeing children should be admitted. The advantages of this "family" principle, as it may be called, are many and obvious in the way of kindly competition, correcting judgment, and maintaining the precious tie of brotherhood, while it rapidly helps on the development of knowledge. I should like to read a short extract from a tract written in 1875:—

"In common thiugs his mind is a wilderness. He will talk of the feet of a sardine, or the hind legs of a bird, and wonder why the rain does not put the sun out. If he be ridiculed, he will relapse, unless very inquisitive or courageous, into a habit of silence, which becomes confirmed. Perhaps it is better to have deformed views of things than none at all; but if it is important to have right views, then we should welcome with pleasure any means of re-adjusting this uneven balance, which it is the hardest part of a blind teacher's office to correct. The free association therefore of blind children with sighted in early years, the sharing their walks and play, the hearing their observations on passing things, the countless opportunities of getting right notions, and the occasional banter to which ignorance exposes them, will furnish an amount of perpetually corrective influence on their estimate of common things, the benefit of which is inestimable."

To make the Primary Schools effective, a compulsory clause should be framed, since parents are often as unwilling to part with their children as they are unable to teach them. Primary they will be draughted, about the age of nine to ten, by examination, to the Institution or Secondary Schools. A standard of admission should be maintained, and a certificate should accompany every step upward. In the Secondary School it would soon be seen, if it had not been ascertained previously, who among the children possessed technical, musical, or intellectual excellence; and they would fall naturally into the place best suited to develop their particular ability. During this development nothing but some untoward accident should be allowed to interfere, the child being virtually in the manager's hands. A twofold division would be established in each branch, high-class and low-class technique, resulting in labourers and foremen, with a strong business capacity: high-class and low-class music, resulting in professional skill, and in being trusted, at least, with a parish organ, or in the lower but most useful faculty of tuning. So in the department of intellect there would be two divisions of persons, those of moderate ability, qualified for plain educational positions, and those of high talent, fitted for anything. The pupils of high-class ability in these three departments must have a further sifting by examination, and a further promotion to a higher educational institute, till they attain their fullest cultivation, when they must come forth and grapple with the world. It is with the last two classes of this tripartite division that we have to do at this moment. I have sketched a very brief and rough outline, and it is obvious that this system, if it is at all acceptable, and if it is to work well, requires three conditions. 1. It must be compulsory,

Nobody must be allowed to evadein all but the highest class. its vigilant activity. The State, or the beneficent authority, whatever it may be, takes charge of the blind until they have gravitated to their posts of final activity, never letting them go, unless on the plea of ill-health, or some other unavoidable cause. along the line there should be inspection and certification, that the results may be certain and durable. 3. That the means should be forthcoming and abundant, from the primal school, in the first instance, to the eollege in the last. It is natural that the expense should increase as the student advances. But this should not deter us any more than it deters the progress of the seeing, and the end will be that not a single blind child will exist in the country whose condition and capacities are not known, and whose education will not be provided for; and they will describe a gradual, safe, and well-ordered march from the Primary Schools to the Universities, falling out, without unnecessary friction, or pain, or delay, as they arrive at the post of duty and usefulness their capacities enable them to fill.

Another condition necessary to success is that the institutions should profess themselves ready to accept as teachers, and in the best cases even as managers, those who are thus educated. This opening should not be denied. I have heard excellent men, friends of the blind, say that they could not advocate this; and that teachers, instead of having no sight, should have a double share. But it is hard and impolitic to draw such a line as this; hard to the blind student, whom it cuts off from a natural and proper opening, which would aet as au encouragement to him among others, and ineite him to study; and it is impolitic, being equal to the admission that, however well a blind student may educate himself, the institutions will not set an example of trusting iu him. For my own part, I have for many years had the assisttance of a blind gentleman as seeond master, and of others as assistants, and shall endeavour always to act on the principle that they are worthy of being employed. Some things, of course, they cannot do. They cannot see the conduct and deportment of scholars at play, or at table, and they cannot be trusted to earve at table; but they may have advantages to counterbalance these defects; and if they possess strong moral force, and a vigorous personality, they surround themselves with an atmosphere of respect and love, which is, in its practical effect, scarcely inferior to sight; and a thorough education makes them capable of rendering services to an extent little dreamed of by those who regard them merely as men who cannot see. Of course I am contending for the best cases, or such as survive the ordeal of certificate and examination all the way up.

But now let us leave the general question, and see what blind students have been able to do in our own little corner of the vineyard. The Worcester College was founded in '66, by Mr. Blair. The object was to give a good grammar school education-including, in that term, the ancient languages and one or two modern ones, history, literature, mathematics, such an education, in fact, as leads naturally to the University-to boys of the better classes, under circumstances which guaranteed home comfort, but not luxury. We are convinced that one of theso circumstances is the admission of seeing boys, of an equal condition in life, according to the principle already advocated. Since that date it has received about 65 pupils. It is nominally for boys of the better classes; but we must draw the line somewhere, and we draw it at this. Wherever we are sure that a child has been carefully and tenderly nurtured, though not in affluence, we are willing to admit him. There ought to be enough of such to fill a University; but we have never been able to reach them, having always been too poor to advertise adequately, on the one hand, and, until lately, to find scholarships for the needy among them, on the other; and in our experience one in every three has been a needy boy, so close is the connection between blindness and slender means, even in the better classes. Well, we have received say sixty-five pupils, and we have sent fourteen of them, or one in every five, to the Universities, where not one of them has hitherto failed to get a degree; the secret is simple, or rather there is no Although until very lately, straitened by poverty, and almost wholly unendowed, we endeavoured to secure the best assistance, and strove to infuse into the pupils that love of study which is the earnest of its own success. The consequeuces have been a degree of success, not to be paralleled in any institution of the same size. One of our students obtained a first-class in Divinity in Dublin, as well as some small premiums and prizes in Hebrew for three successive years; he is now the respected Vicar of Brafferton. Another obtained a first in classics and general literature in Durham, with scholarships all through his course, and a fellowship at the end of it; he is now in Holy Orders, holds a lectureship on literature in Durham University, and is Second Master in the Worcester College. A third obtained a first-class in Law and Jurisprudence in Oxford, and is now practising most successfully in "that myorad code of endless precedent, the lawless science of the law." Another gained a second in Modern History in Cambridge, and is a clergyman. Another a second in Divinity in Dublin, and is a vicar. Another a third in Law, and is a curate. Three completed the Theological course in Durham, and finished with the ordinary B.A.: they are all in Holy Orders, and are useful men. Our most recent success is perhaps the most gratifying of all, as it indicates the triumph over greater difficulties by good sense, courage, and ingenuity. I refer to a second class in the Cambridge Mathematical Tripos, gained by Mr. Laupmann.

gentleman had his books to make, for none existed. With the aid of amanuensis he wrote out nearly 100 volumes of 100 pages each, and was thus able to peruse and master every subject in detail. But, looking forward to the examination, in which he would have to dictate to a seeing writer (an M.A.), he practised himself in talking his subjects aloud, aud, in fact, dictating bookwork, aud thus he gained his second. What will be this young man's future we cannot guess, but it cannot fail to be a useful, if not a distinguished one. One of our graduates, a third-class in Durham, not being inclined to holy orders, is waiting for an educational engagement. He and our latest graduate are the only two unemployed.* Two others are still in the Universities, and two are ready to go up in October. The merit of these successes is in no sense claimed by the college; the successes are due to the students themselves, to their talents and enterprise; and fully bear out what I said of the abilities of blind students at the beginning of these remarks. But the existence of the college made the vision of success possible, and the hope grew within them while they studied within its walls. There can be no question, then, that a work like this should be coutinued, and that it should be enlarged and exteuded so as to include all who are capable of profiting by it. And we are thankful to add that one of the great English Guilds approves of the work, and supports it; † and that the Gardner Trust has recognized it ± as being within the sphere of its action. These two bodies hestow on poor students a sum of £350 a year; the masters and boys of Uppingham School give it a scholarship of £30; a generous lady also supports it by endowing it with a scholarship of £40 for the promotion of music. But the public generally have been slow to be convinced, and it took us seven years of hard application to gather the sum of £1000, Perhaps they were repelled by the name "Blind Sons of Gentlemen," as supplying in itself two reasons why they should not assist the college. If its students were blind it was of little use to give them a good education, and if they were sons of gentlemen they could not possibly need help. To assist the seeing sous of gentlemen at Eton, Marlboro', and the Universities was not only tolerable hut commendable; to aid the blind sons of perhaps the same gentlemen did not commend itself at all as a proper thing. The fact, no doubt, is that it was a new thing, an untried thing, at any rate not fully proved to he desirable. was wonderful that a blind gentleman should take a first in Dublin, and hecome Vicar of Brafferton; hut the wonder went no further; and the Vicar of Brafferton continued to such minds,

^{*} Since this was spoken Mr. Laupmann has accepted the post of Mathematical Master in the Blind College, Worcester.

[†] By a grant of £105 yearly, since 1879.

[‡] By annual grants of Soholarships, not to exceed £250.

on the whole, an abnormal prodigy difficult to be explained, and not desirable to encourage. We seldom receive any assistance from persons who wonder at the work, and also wonder why others do not assist; it is the few, the intelligent and sympathetic few, who can reflect and feel, that assist the blind. We have received many visitors, and are convinced that a wide-spread ignorance prevails, even among educated people, on the subject of the blind. The observations we hear are generally these: "How straight they walk! How well they find their way about! Is it true they can distinguish colours? I suppose they are all very fond of music; it must be such a consolation to them? They are remarkably quick of hearing, are they not?" And then follows the benevolent aphorism respecting nature's compensations exactly the remarks one would use of an intelligent quadruped. But remarks as to their aspirations and ambitious and powers of usefulness we hear few, unless our visitors have previously been acquainted with some vicar of Brafferton. It is against such unacquaintance with his wants, such ineredulity and general indifference, that the blind student has had to struggle for an intellectual education and a place of usefulness. I am glad to think that this apathy is passing away, and that a wider interest is being kindled by the efforts lately made on all sides. although the public, in awaking to its duty, seems to think that music is the best means of support for blind students, we must not grumble at the patronage it receives, but look forward to the time when general culture will receive an equal share. I know that the self-support of the Blind must be kept in view, and it seems to most persons that music offers a ready and certain support for the greatest number, and if I had shewn you twelve University graduates who, after all their education, could do nothing for their living, you might say, with some reason, that it had been far better to teach them tuning. But it is not so, and they are usefully and creditably occupied; and the more varied is the education we offer, the more aptitudes we shall discover, the more points of touch with the machinery of the world. The fact that Mr. Fawcett manages the Post Office, to the admiration of everyone, is worth a thousand arguments. proves that in the most complex and difficult details of management, the loss of vision is scarcely a barrier at all; let a syllogism be made of this, and let it be worked to its fair consequences. But we want the concurrence of the world, the world of employers the merchants, bankers, great and business men. We should like to see just a dash of charity and generosity infused into the hard and rigid discipline of the mercantile office. At least we desire a fair trial. Mr. Dixon Erroll, of Glasgow, a blind gentleman of great force of character, manages the correspondence of his firm, by means of a type-writer; let us have an extension of this principle, with the variety that the circumstances call for, and if we can present a man, for example, who can correspond in three or four languages, and use the type-writer fluently, let him have a chance. We had such a man lately among our students, who had no inclination for the university. For some time he cast about for a place as correspondent in a bank, his old occupation, or an office, but failed to succeed. Another, a graduate, not one of ours, vainly looks for employment: and many cases might be quoted of sickness, expectation, and delay and disappointment, because the world has ruled a priori that blind persons cannot do its work. They may pluck from the world's hand whatever they can by sheer energy and determination, but generally that is all; and in spite of the versatile adaptability, and the courage against odds they do exhibit in these cases, the world is still too hard and cold, and only allows them what it cannot withold from them.

I think I need not trouble this assembly with any further account of our College, or its buildings. They are old, and in parts beautiful, and dear to the antiquarian mind; but judged from an educational point of view, deficient. We are hoping for better in the not-distant future. Like many others, we are looking, among other sources, to the Gardner Trust. We, who are of this country, cannot be too grateful to Almighty God for providing, at a critical moment, so excellent a benefaction. Its good work is only beginning. It is besieged on all sides by applications, which it cannot satisfy. Although large in itself, it is small for the immense work there is to do. Consequently its creation has only enabled us to formulate our wants, but it cannot satisfy them. hope that it may be greatly enlarged, and be the centre of numerous benefactions, till its principal reaches two or three millions. we shall all breathe more freely, for our anxieties will be over; for what we really want now is money. We have apt pupils, devoted philanthropists, ingenious inventors, diligent and faithful managers, and what we lack is money—money to extend old foundations, and strengthen the new; to clear off liabilities, as is the case to-day with this excellent institution, named after so great a man as Wilberforce; money for books, teachers, inspectors, scholarships, and fellowships.

I shall not be out of place in saying here that a great move has lately been made in the direction of the first of these. Books, even though nothing should come of the movement immediately, yet it will prepare the ground, and ultimately, we may hope, lead to something. You are aware that in America some of the printing systems have agreed to act harmoniously, and have united their presses in one common work in Kentucky; and although all have not yet come into the idea, the ineffectual competition will probably combine with public opinion to bring even the reluctant in at the last. I refer to a letter written last February by the present

Bishop of Tasmania to the Education Department of the Privy Council. Private circumstances had made the Bishop aware of the extreme importance of good books to intelligent and growing minds. These convictions he first expressed in a letter to me, in which he offered to be of service in the matter, and he then applied to the Educational Department. I have his permission to read his letters here, and shall add to them another wise and suggestive one from him, on the same subject, to the Prsident of the Edinburgh Society for Home Teaching.

[LETTER 1.]

To the Secretary of the Education Department, Privy Council Office, Whitehall, London.

SIR,

I beg to submit to your consideration a letter addressed to the Head Master of the Blind School, at Worcoster.

The subject is one which I am sure will command the sympathy of the Department, and of everyone whose attention is called to it. The future education of the blind, and the possibility of their becoming a productive, and not a dependent, class must be determined by the means available for their higher instruction. Of these books are the most essential. I am well aware that it has not been the practice of the Department for some years back to interfere with the supply of books for schools. But the provision of blocks for the printing of books in raised type would hardly, I think, be a violation of this principle. It is simply impossible to procure this provision by private means, or at the risk of even the most eminent publishers. The demand would never yield adequate interest on the outlay of capital.

On the other hand, the blocks used in such printing may be regarded as falling within the class of material employed in connection with the science and art classes throughout the kingdom. To the argument that if the Government yields to such an appeal for the blind, it could not consistently refuse those urged on behalf of others suffering under physical and other infirmities and deprivations, it may be enough to reply, that in no case are these shut out from the advantages of primary or even secondary education; that there is something special in the disability attaching to blindness, and very hopeful of results when this disability is overcome; and that the matter thus viewed is strictly an educational one.

The Treasury has recognised Universities, Technical Schools, and such like, as fairly entitled to pecuniary aid. I hardly think that in the presence of this fact the blind can be refused by Government the help which they can never look for, or obtain, from other sources.

If this matter appears to come fairly within the category of the national interests committed to the Education Department, and if any practical good may be hoped for from its being pressed by those who have sufficient weight and influence, may I ask you kindly to indicate the views My Lords are disposed to take of it, and also the further course which it would be well to adopt in order to bring it to a successful issue?

I have the honour to be, Sir,

Your obedient Servant, DANIEL F. SANDFORD.

6, Rutland Square, Edinburgh, February, 1883. [LETTER 2.]

St. John's Parsonage, 6, Rutland Square, Edinburgh.

MY DEAR MR. FORSTER,

In the fly leaf of your interesting Report of the Blind School at Worcester, you give a list of books in raised type, prepared, as I understand, under your auspices. It is satisfactory to know that, with the very limited means at your command, you have been able to do so much; but it is still painful to reflect that the books are so few, and the price of them so high. It seems to me that few greater benefits could be conferred on the blind than the extension of the literature available for their own reading and study, This can never be supplied as a commercial transaction. The expense of blocks and the necessarily limited sale place the books out of reach of most of the blind. I have long thought that the subject is one for the Education Department and the Treasury. There are, I believe, somewhere about 30,000 blind persons in the United Kingdom. The mistaken view has long prevailed that they are incapable of any higher education, and must be relegated to mechanical labour, or be left entirely dependent on their families, or on charity. You have done much to disprove this fallacy. I would like to try and enlist the sympathy and co-operation of my friends in an endeavour to get something practical done to assist you. Scholarships, better buildings for your institutions, and such like, even if provided on the largest scale, cannot adequately meet your casc. Without books you are as workmen minus their tools. The blind, too, seem to me to need specially an increase of general and entertaining reading, and a wider range of religious literature. If the Government and the Gardner Trust were properly approached, it might be possible to obtain their aid. A grant of £30,000 would go a great way towards the preparation of a good library for the blind of all classes. Is it too much to expect? There might be difficulty and reluctance to favour any one institution or sectional interest. But books are needful for all, and would be a boon not easy to over-estimate. Is there any catalogue of all that are available? As the father of one of your pupils, and a director of our Scottish Society for teaching the blind to read in their own homes, I am personally and deeply interested in this matter. If I can be of any service in calling attention to it, and trying to awaken interest on the part of those who can really help, if they will, it will give me heartfelt pleasure. Kindly let me know how the subject presents itself to your own The Bishop of London's kindness and consideration may be reckoned upon, and Government might not prove invulnerable to attack. But I feel it is no use going in for driblets. What would £30,000 do? This is not a case which can be charged with having no claim on the public purse. A large amount is voted annually by Parliament to aid in educating those who, without such help, would be left in ignorance and dependence, unable to carn their own living, and forming a heavy burden on the energies and means of the community. For their behoof, grantsin-aid are given, when carned, to the amount of not less than 17s. 6d. per annum for each scholar. Surely 20s. a head for the blind, granted once for all, would be reasonable; and the obligation to provide it, I venture to say, is nothing less than a strictly logical deduction from the principle Parliament has adopted in regard to education generally.

Believe me,

Yours very sincerely,

S. S. Forster, Esq., M.A., Blind School, Commandry, Worcester. DANIEL F. SANDFORD.

[EXTRACT FROM LETTER 3.]

Letter to Francis Brown Douglas, Esq., President of the Society for Teaching the Blind to Read in their own Homes.

"Undoubtedly the selection of books, and the proportion to be assigned to the various types, would require consideration and the appointment of competent and responsible persons to decide upon them. I am not myself disposed to be a partizan in the battle of the types. Your suggestion is, I have no doubt, the wise and practical one to follow. The old learn most quickly from the Moon type, the young from the Braille,—while the Roman can hardly be dispensed with altogether, although it is the most bulky and expensive. But I think the details could be adjusted amicably by representatives of the various institutions and interests. If we once get anything like an adequate grant, it will tend to soften asperities, and to make the way more open and easy, to such a compromise as will be needed in order to reconcile conflicting parties.

"I do not myself see how a Government that supplies models and drawings to Art Classes, laboratories and material to Professors of Medicine and Science, and goes in for helping to train the young, and others, to earn their own living, can consistently refuse this boon to the most helpless class in the community. Administration should be logical, whatever legislation may or may not be.

"I am, Yours very sincerely,

(Signed,)

DANIEL F. SANDFORD."

6, Rutland Square,

Edinburgh, 27th February, 1883.

Dr. Sandford's appointment to Tasmania turned his thoughts in a new direction, and he was unable to push this matter as he could bave wished; so that we regard it, at present, only as the first blow struck towards the ereation of a central press for the printing of Blind Literature.

And now my task is discharged. I trust I have shewn, although briefly, that blind youths are capable of the highest culture, and that it not only pays society to have them highly cultivated, but that it pays themselves to be so; and that they find enjoyment in their useful and honourable occupations, of which a hard and parsimonious view of their condition would have deprived them; that this work of cultivation is now going on, and all that is required to make it flourish and abound is a little more justice, and a great deal more generosity on the part of the public.

And, as the preacher says, but one word more. I listened last night, with my fellow labourers, to a most clear-sighted and feeling and beautiful delineation of the character of one of the best of men, whose honoured name this Institution bears.* When that lecture was over it occurred to me, "Could there be a better illustration of what I have been trying to say than this example of a blind lecturer commanding the willing admiration and respect of an intelligent audience, which confesses itself to be not only pleased but benefitted by his remarks?" Mr. Marston found bis oppor-

^{*} Lecture on the Life of Wilberforce, by the Rev. H. J. Marston, M.A. Soo Appendix.

tunity for cultivation in the Blind College of which I have been speaking. But he is not alone, and there are others, his compeers, who, by their talents and character, command his love and esteem. Consider them, therefore, gentlemen, all in all, and believe in the system which they represent, and accept them as the best justification of the plea for high culture which I have been advancing.

The CHAIRMAN: Although I am not an expert, I am able to see the value of the paper just read, and if it had extended longer it would have been fully justified. (Applause.) I could not help thinking that the boy who was speaking of the hind legs of a bird was not very far wrong. It was very suggestive of a lesson of comparative anatomy. (Laughter.)

Mr. Neil: I would suggest that we should hear the other paper before we go on to discussion. (No, no!) It simply comes to a question of education for one class, and labour for another. (No, no!)

Mr. Hall: I think we had better not mix up the two papers. (Applause.)

Dr. Armitage: There are two points that I have taken down for remark in this admirable paper we have just heard from Mr. Forster, but I must single out one in which I think a serious mistake has been made. Mr. Forster spoke about the great want of books for the blind, and the necessity of invoking Government aid for training. I should be very glad to have any assistance we can get from Government—(hear, hear,)—hut at the same time I must remark that in England hooks have been issued for the blind by the British and Foreign Blind Association, far greater in number than have been issued from any public establishment in the worldthe American Printing House not excepted. The difficulty we find with the hooks is not so much the printing and publishing them, but the getting institutions to use them. few institutions in England-large institutions for the hlindwhich adequately use the books that are already published; and there are several forcign ones, especially in Australia-Mclbourne and Sidney—which use as many of our books as any English institution. There is one School for the Blind, the name of which I shall not of course mention, which, while using very few, is receiving assistance from several members of our council, and it was considered desirable to change this money assistance into a free grant of books, but this free grant of hooks was respectfully declined. Under such circumstances, it seems to me that the difficulty lies more with the want of progressive work in the various institutions, than with the dearth of books. I shall be very glad of any assistance that the Government may give, provided they help in the right way. I must just correct one little mistake that was made with regard to blind inventors. I do not think that the blind have any more claim to be considered great inventors than other people; but the fact of their constantly directing their attention to one object, and always thinking of one particular object, makes it likely a priori that they would invent the best apparatus to be used by the blind, and such, in point of fact, is the case. The system of writing, which is now universal, was altered by a blind man, from previous systems which were not practicable. Moon's books for the blind were also introduced by a blind man; and Mr. Forster was kind enough to speak in a flattering way about our maps, and instanced myself as one who was not blind. To all intents and purposes, I am a blind man; that is, I have to judge of everything, not by the eye, but by the finger: and everything relating to the production of these maps was referred to the finger. My secretary moulds the maps first—ents them out according to my directions; then 1 go over the model carefully with the finger, and ascertain everything that must be introduced, or that must be left out. That refers entirely to touch. If the maps are good, the reason is that they are constructed entirely by the sense of touch, and for the sense of touch. When we started the British and Foreign Blind Association, sixteen or seventeen years since, I began with the conviction that in all matters relating to touch, the blind were the best judges, and our whole Executive Council consists of gentlemen who are blind. The progress that has been made in apparatus and books for the blind during the last fifteen or sixteen years, is mainly owing to the fact that the directors of this movement were themselves blind, (Applause.)

Mr. Martin: There is one feature in connection with the books for the education of the blind, which I should like to say one or two words about, and that is the manufacture of books for their own use. We are now in possession of a most admirable system—the Braille,—and it is quite easy for any master, if he is at all investigating and energetic, in any institution in the country, to get together a splendid library for himself. I think that is a feature which cannot be too strongly dwelt upon, and too much used in our institutions. The fact that any master can establish within the walls of his own institution, in the Braille type, a splendid library for the use of the pupils, I think is worthy of more attention than has hitherto been given to it. (Applause.) Mr. James Gall, of Edinburgh, in 1827, not only produced the first Bible in the raised type, but produced raised models of animals and geometrical figures. I have his original book, and I am very sorry I did not bring it with me, so that the members of the Conference could see it. I promise that at some future Conference it shall be laid on the table, as it is an interesting relic of the work of a clever man. At the present moment we are making application to the Treasury for a grant for educational appliances. Some time ago I took it into my head toget raised types in Braille, and set them up in the ordinary way in which printers do. We employed a blind man to set up a number of pieces of very fine poetry, which we stereotyped, and we are now in possession of several works stereotyped in that way. Dr. Armitage stereotypes on two plates of brass, and prints by pressing the paper between them; and he is at the present moment giving employment to blind people in preparing these, and also in writing out a large number of books. I thank Mr. Forster very much indeed for his interesting lecture. (Applanse.)

Dr. CAMPBELL: With regard to the paper of Mr. Forster, I have simply to say how heartily thankful everyone ought to be to Mr. Forster for his lecture on this question of books and types. I am one of those who deeply regret the great division with regard to types, and I hope that the Treasury and Education Department will not grant any great amount of money to any institution before the question of types is thrashed out. It seems to me it would be a mistake to sink money. I believe the Americans are making that mistake at the present moment; but they are coming to a proper sense with regard to the value of the money they are spending for the blind. Perhaps the waste they are making on books may be saved to us on this side of the water. At any rate, while I have not been a party to any type, I have tried to see by my work practically what was the best for the blind. At the same time when I came to this country some time ago, I resolved that there was certain work for me, for my class, and I accepted it as a gift from God that I had certain work to do. I do not say a single word in regard to the preference of this type or that; I only say that all friends and educators before they appeal for large sums of money to multiply books, should be thoroughly satisfied as to how these books shall be printed. Whatever the types may be, I think you will agree that the separation of the lines is an immense boon in reading, and I believe that the little discovery of Dr. Armitage will by and bye be recognised as one of the greatest inventions. The printing on the opposite side of the paper and the separating of the lines has facilitated reading immensely, and it will by and bye be recognised as one of the greatest inventions, though the smallest, for the improvement of the reading of the blind. With regard to the employment of blind in London, and with regard to the giving of employment, I believe that if every blind man who wants books will encourage the blind and give them employment, a very much larger number of blind people would be employed. I am writing a book, and at the same time I am giving employment to my class. With regard to London, I wish to say that it is true we have a large poor population. It is what directed me to this country, and it is what has kept me here. I have seen the work of Dr. Armitage and

others, and in the hearts of the blind there will always be a prond memory of Dr. Armitage. (Applause). With regard to the employment by printing books in London, that is only one little phase of his work, and I know that he devotes not only his time but his fortune in working for the blind. I know, as a positive fact, that he has spent £600 a year towards working for the blind since I have known him. (Applause.)

MR. CARTER, Sheffield: The valuable paper we have heard from Mr. Forster has suggested to my mind the importance of some effort to improve, if we can, the methods of teaching in our special schools for the blind throughout the country. I am thoroughly convinced that we have abundance of special schools for the education of the whole of the blind of the country. I believe that, at this present time, some of these special schools are not fully employed. They have accommodation for a considerable number more children than they have application for. One instance 1 may give you of a Sheffield Institution, which is certified to make provision for 100 children. At the present time we have only 40. If we can, by some means, organise an effort for improving, in some manner, as Mr. Forster has suggested, the working of these special schools, I think that we should be doing very great benefit to the blind generally. Mr. Forster is perfectly correct in mentioning the large proportion, amongst the blind, of those who are necdy. In our own Institution at Sheffield, the great majority of our immates are those for whom the guardians of the poor pay the fees; and I think that that will be the experience of most of the institutions throughout the country. Mr. Martin has mentioned a very useful means of increasing our libraries in these special schools. In Sheffield, and I believe here at York, and other institutions—I have no doubt it is the same at Edinburgh there is a method of dictating books to classes of children, who, in the Braille type, prick the sheets, which are afterwards backed, and little volumes are made up. By that means the children may form a very nice library for themselves, and the books may be multiplied to any extent. (Applause.)

Mr. Neil, Edinburgh: In regard to the practability of a Government grant, I think one of the great means by which that might be got would be, not by desiring that an inspector should visit the schools, but that an inspector should be got to gather together the blind in particular centres: that a standard should be set, something after the manner of the examinations of the London University; and that all those who, meeting the inspector in these centres, are able to undergo the inspection satisfactorily, should receive a grant. That grant, if the studies of the child be resumed at home, should be the property of the child. If the grant was gained by a pupil of an institution, it should become the means of support for the institution. In this way, we might raise the level of the whole

education of the blind in the country, accepting the knowledge attained by the blind as a means of granting a certificate, and gaining a grant. I may state that the books which Dr. Armitage produces are most admirable books, so far as the primary education is concerned, and so far also as the possibility of giving a very considerable amount of higher teaching in English literature is concerned. The difficulty is that there is not a sufficient demand to create a disposition to supply. We require classical books. A student in Glasgow was desirous of pursuing his studies. had no possibility of procuring the books required. He applied to the Edinburgh Institution, and during this last year we have produced for him 1080 sheets of Braille type, in Latin, which he desired to become possessed of, in order that he might pursue his studies. Besides this, we have produced for our own school ten copies of Milton, ten copies of an English Grammar compiled by myself, six copies of a book on Physical Geography, six copies of a book on Political Geography, and about 100 small poems and story books. All these have been done by dictation to children, and have been produced by them in Braille type during the year.

(Applause.)

The Rev. H. J. Marston, Worcester: I think that upon the mind of a tolerably mixed assembly like this, the impression started by Dr. Armitage and supported by Mr. Martin would be very I do not think for one moment that the most effectual printing of Braille-type books read out to children would in any way result in even a tolerably good library. I have had some experience of that myself. It is all very well to write out a few poems in English, a small English Grammar, or a little Physical Geography: but if you come to read 10,000 lines of a Greek play, it is obvious at once to any person upon the most cursory view that that is altogether impossible. Nothing, therefore, except some adequate grant, such as suggested in the letter of Dr. Sanford. would ever meet the case of a general educational library for the That you should ever think of forming a library in any degree adequate to the higher and even to the lower requirements of education, is altogether mythical and chimerical. Mr. Neil hit upon an excellent suggestion. He suggested the gathering together of blind students and pupils in various centres to submit them to an examination, the result of which should be either a grant from the Government or a certificate. Now the grant from Government is a thing useful and desirable; but it would be labouring under some disadvantages, as you see, in the case of this grant from the Government for the furnishing of a library. For the certificate we do not want any Government at all. The proper authorities to grant a certificate in point of knowledge is not the Government, but the Universities; and I think we have at Worcester sufficient influence both in the Universities of Oxford, Cambridge, and Durham, if this proposition really met the views of the majority of the gentlemen present, to seeme something like public examination, and perhaps an accredited board of examiners to conduct it. I think, for my own part, I could sufficiently influence the authorities of Durham to accredit one or two gentlemen to hold an examination near York as the centre for Yorkshire. I think probably we should get the same sort of influence to bear on the staff at Oxford to do the same thing for the Midland Counties; and I think we could work some proposition for the benefit of blind schools in Cambridge. The result would be that we could bring together, at the various centres, a certain number of blind persons, and submit them to an examination, and grant them a merit certificate from the respective Universities, stating that they had passed a satisfactory examination. That I think quite possible and within the scope of practical polities. But short of that I do not think that any of these merely fictitious ideas are to be really relied upon. If you are going in really for sound education, you must get at it by thorough good means. I think that every person here must feel that the paper which Mr. Forster has read is very voluminous and to the point. It is very suggestive, and I hope will, therefore, lead to ripe results. (Applause.)

Mr. Buckle: Personally I feel extremely obliged to Mr. Forster for the time and patience he has spent upon the excellent paper to which we have been privileged to listen. With regard to the question of types, I cannot indulge myself in the hope that the time will ever come in England when one universal type will be adopted. I have before me a letter relating to this question. It is from the Rev. J. Parker, of Texas, in the United States. letter is an argument to prove that of all the types ever invented in the world the New York type is the one to be used. (Laughter). We know, as a matter of fact, that in the United States a large number of institutions make use of the New York point type. Boston in Pennsylvannia uses the Braille type; but 1 believe all of them use also the Boston letter, which is a very small Roman letter. I believe that when the Boston type alone was used a number of the children left the institutions without learning to read at all. In our Institution we do not consider Dr. Moon's type obsolete. So far as the children are concerned, it is our plan to begin with Moon's system concurrently with the Braille; but I think we find Moon's is the easiest type of all to learn. I believe it is a very general opinion in the country that for old and grown up people-I do not speak of gentlemen who have lost their sight late in life, but of working men-that Moon's is really an invaluable Then with regard to Braille, that is of intype. (Applause). estimable value in regard to the education of the young. It furnishes the educators of the blind with, what before its invention, they could not have. There was no possibility before the use of Braille of giving a class a lesson and asking them to reproduce it in their leisure hours and bring it next day. There was no possibility of real study on the part of the blind; no possibility of making efforts for them to push their own education. With regard to the time ever coming when one universal type will be adopted either in England or Europe, I am quite as hopeless of it as I am of the time when one universal language will be used over the whole world. (Laughter.) All schools that are wortly of the name of Institutions for the Blind must use Braille. I am sorry to hear from Dr. Armitage that only three institutions use books in the Braille type.

Dr. Armitage: I said "made very large use of the books." Most institutions use the books; but only three make very large use of them.

Mr. Buckle: I have misunderstood Dr. Armitage. However, the time spent over the three types need not be regarded as anything of serious importance. I do not wish to close the discussion now, but I think Mr. Martin would like to have his paper before the meeting.

Mr. Forster: I find little in the speeches in the way of opposition, and I accept them willingly as supplementary to the general scheme I venture to put out. It is very clear that a scheme in the way I suggested is one which must require a deal of care in its details, and, therefore, the suggestion of Mr. Neil would come in, of course, to be considered in that light. So also would the suggestions that Mr. Marston makes, that the Universities should have the examination of boys under their control. advocated an inspector; but I believe that a certified inspector or two might make a round of the institutions and see that all was in efficient order. Mr. Marston's plan with respect to the Universities may perhaps find favour. I am willing to admit to any extent the value of Braille as a means of usefulness, and we ourselves use Braille to any extent in our work at Worcester. Day by day we produce hundreds of pages of Braille. of value which the boys must have to their hand for the purpose of study, is of necessity copied out, and thus employment is given. We cannot dispense with Braille. I think that the only objection that I at all perceive from any speaker was from Dr. Armitage, and it is scarcely an objection. He says that the association over which he presides so well has produced a great many books, but I think that after all it must be admitted that it is like a mill turned by a very little stream. He has a mill turned by a very little stream, and he would have no objection to have the waterworks enlarged, and the fountain head much more copious. Dr. Armitage's work is only a preparation for that which is to come, for the books that are produced in this country now can be computed by hundreds. All the books that are now accessible to the blind would not now reach 500, and can anyone say that that is a library suited to satisfy the wants of an ambitious man? (Applause.)

Mr. W. Martin, Manager of the Royal Blind Asylum, read a paper on

INDUSTRIAL EMPLOYMENTS OF THE BLIND WORKING IN INSTITUTIONS.

Before proceeding to the consideration of the subject of my paper regarding "The most suitable Handicrafts for the Blind, when Working in Institutions," I think it advisable to make a few preliminary remarks, which I consider worthy of very special attention, in order to the successful administration of such concerns. Employment of the Blind means first the disposal of their manufactures, and second the payment of wages to the Blind Operatives for work performed. In connection with the disposal of their manufactures, I desire specially to emphasise the necessity of dissociating the idea of charity in purchasing from the mind of the public. I believe many who would otherwise gladly purchase from Institutions are turned away because, as a rule, high prices are charged for the goods. By some the idea of charity has been used as a magnet to "draw" customers, but I am here to affirm that for one whom this idea influences towards your sale room it drives a thousand away. Let it be boldly stated and widely circulated that all your manufactures are disposed of at as reasonable prices as are charged for like goods in any other establishment, the bias in the mind of the buyer will insensibly be in your favour, and though he may possibly comfort himself he has done a charitable action, still, when he requires another article he has seen in your warehouse, his verdict will be "well, after all, I get goods as cheaply there as anywhere else, I may as well patronise the Blind Institution." He would have thought twice and possibly have gone elsewhere if he had had to pay more because "this is a charitable institution."

In these days of fast business you must be ready to throw a large amount of life and energy into your work, else not only are you left behind in the race, but the Institution is saddled with dead weight of stock which eats interest up and may possibly procure the ejection of your workers, and your manager also ere he is aware—perhaps it were better if the latter alternative were first.

In connection with the payment of wages to the Blind, here also I desiderate a clear line betwixt trade and charity. It is no hardship for me to let a blind man know exactly the monetary value of his labours. It were wrong for me to do otherwise; my

whole arrangements would be thrown out of joint. Not otherwise can I ascertain the cost price proper of an article in order to my disposing of it, nor can I properly ascertain what my blind workman can earn, and to what extent he requires to have his wages augmented. I have no right to debit trade with charity, and I have no right to credit the blind worker for more than he can earn by placing a fictitious value upon his work, even if I can get a fictitious price by using the argument that it is a charitable Institution.

This places the commercial management on its trial. You debit trade with wages at same rates as are paid by ordinary tradesmen. Your manager ought to be put on the best footing—that of being able to pay cash for his purchases, and, as the Americans say, he ought to run his concern so as to yield a profit. The commercial department of every Institution ought to show a balance on the right side. It is disheartening to the well-wishers of the Institution when it is otherwise, and it is usually got over by casting the blame on the Blind. The idea of profit may be used to induce the public to purchase articles not manufactured at the Institution—only kept on sale—but care should always be taken that only those articles which lead directly to the sale of the manufactures of the Blind are traded in. Otherwise you give nnnecessary offence.

There is another, and to my mind, a most important, manner in which the employing of Blind in Institutions dissociates trade from charity. I am aware that in many English Institutions it has been the idea to teach a man and then turn him adrift to work and find sale for his productions as best he may. Let us look at this. A Basket-maker has learned his trade; he goes off to his native village and sits down to work; he gets fairly started, tools and material being given him, and a little circle of friends engage to aid him forward. The sun shines upon him for a time "poor fellow, he's blind, give him an order," and work flows in; but by and bye work becomes scarce, and he has to take a turn round his customers—a few respond. How could they refuse? After all they don't just need to buy a basket, but then "those eyes which roll in vain," they speak and speak his "impressive claim" as words can never speak it. But-and I beg you to look at this—it is charity which brings out the order, and no one better knows this than the man himself. Tell me, is he not a beggar? In such a case you cannot dissociate charity from trade. Often times I know he will have a sixpence tendered rather than an order, and what a temptation this! Compare this with the hard working fellow, spending all his time in the healthy atmosphere of the workshop, where every rod he fills into its place, or every bit of work he does, tells upon his wages at the end of the week. Where the work bell rings him in to his toil, and rings him off

home to his wife and bairns with the fruit of his labour. How different! How much more manly! This cannot be called shutting him up in an asylum.

Take another case, a blind pianc-timer trained expensively at some grand College. Sent out to his native town with a certificate signed by some nobleman. He gets cards printed, and the first thing he does is to send these by post-one or two orders drop in, not sufficient for his constant employment. He is sent round himself, and from door to door hands in his card, or, more enterprising, waits an interview; a few permit him, because he is blind, to tune, and possibly if he has superabundant talent he does get together a few customers who stick by him, and speak for him because he is blind. The ad misericordiam argument is in most cases the strongest one; put him on the staff of some Institution, push for the orders for him, receive them and send him out to do the work, and in my opinion you do a great deal to dissociate the idea of charity from his case, you in short canvass for him for his labour, and you get it continued because it is done as well and as cheaply as anywhere else it can be done.

I have cases in my view where young men have started in both these departments, with all the elements possible to success, but they have failed. In the cases of tradesmen they have returned to the shelter and aid of institutions. In the eases of the tuners they have turned the talent for music to questionable account, and sought to eke out a living by playing in saloons and public-houses.

I am not here to declare that none of the blind ever rise to eminence in music or in literature; but I am bound to give the result of my experience, and say that the best thing we can do for the great majority of the blind is to employ them industrially in institutions, workshops I prefer to call them, and to seek greatly to increase the number of departments in which they can be remuneratively employed. This is the pressing argent work before the friends of English blind.

One kind of employment outside institutions, I must emphatically condemn. I have seen it advocated, and I know its evils. I mean starting blind men and women as hawkers of various commodities. Tea, for instance. Let us set our faces against this plan of turning adrift upon the community a lot of blind beggars.

I know it was the industrial feature of our Edinburgh Institution which received the recognition of your great Wilberforce, when, in 1793, he sent his £20 donation to Dr. Johnston, to aid him in starting our workshops, and I am certain that the strongest claim we can present to the public for funds to

augment the earnings of our people is simply this, they have done what they can to help themselves.

The question how far can they do this, brings me face to face with the problem of my paper. "The most suitable handicrafts for the blind when working in institutions."

It may be difficult to arrive at an exact solution of this problem, so many and so various are the circumstances of locality, possibility of sale, individual capacity of workers, &c., which come into play; but speaking generally, and having in view the greatest possible good to the largest number, I should be inclined to place the manufacture of bedding decidedly to the front. Easy of acquirement; in constant demand; returning fair remuneration to the workers; yielding a good profit to the Institution, and affording work for both males and females.

The department may be divided into several branches. First, the manufacture of new bedding. Second, the cleaning and re-making of old. The former may again be divided into the manufacture of straw palliasses: the manufacture of mattresses of hair, wool, grass, fibre, cotton, &c., and the manufacture of feather beds, bolsters and pillows.

For the more complete development of these, machinery, more or less extensive is necessary, but of such simple character as can easily be tended by blind people. The spinning and curling of horse, cow, and pig hair, may easily be accomplished with all its previous processes of dusting and cleaning, &c., but I am not sure if it is not better to purchase hair, wool, &c., ready prepared.

The cleaning and tearing of woollen rags into flock may also be accomplished and satisfactorily, but the machinery required is a scrious question where funds are limited. The preparation of feathers is a source of considerable profit, and employs a considerable number at fairly remunerative wages. But with us its introduction was due to the efforts of a single director some years ago, who, at very great expense to himself, experimented with machinery, and gradually led, through the extension of our business, to the introduction by us, at a very recent date, of a most expensive set of machines to wash, curl, dust the new, and thoroughly prepare the old feathers.

Females are employed Sewing the Ticks of feather beds, bolsters, and pillows, the Hessian covers of straw mattresses, and the linen covers of hair, wool, &c. Their bona-fide earnings vary according to ability, some as high as 15s. per week, others working at home aged, and in some cases infirm, only 1s. 8d. to 2s. Males are employed filling the covers and stitching them as upholsterers do. A further extension of this department will, I believe, be possible, both in the new upholstering of chairs and sofas, and in the renovating of the same.

At Palliasse Making our men receive 14s. 6d. a week net, all the year round, but in some Institutions, where piece-work is the rule, 17s. 6d. to 21s. has been earned at rates as low as are paid to sighted workers. I have known 10s. to 12s. a week being earned at making what Jack terms donkey's breakfast, $1\frac{1}{4}$ d. each, at Sunderland, where they are called penny pies. Were orders constantly flowing in, this could be continued. I am not sure, however, where a good esprit de corps prevails amongst the men, if the set wage is not best.

At Mattress Making we also pay set wages, 14s. 6d. a week, and in this department also I find, in some other Institutions, when there is plenty of employment and the men get full swing, higher pay is earned at rates not higher than bedding manufacturers regularly pay. We have two men, who lost their eyesight as upholsterers, making Spring Mattresses. They are not totally blind, but because of deficient sight were dismissed, and we took them on with good result.

The feather department,—the taking down of old mattresses,—the dusting and preparation of material, are usually paid by set, 12s. 6d. to 15s. 6d. a week, all the year over, being earned.

It has been my fortune to be permitted to aid many Institutions in the introduction of this department; our friends in Glasgow have this year made a fresh start upon it, and I dare say they hope to do well for all concerned. They sent us two men and one female, whom we initiated in the various departments. I shall be happy to aid any of my friends with full details, manifestly out of place here, or to tell them the meaning of those strange letters l x with a p in the corner, which show the difference betwixt cost and selling price, upon the articles we have exhibited. Were I to say that annually many thousands of mattresses pass through our hands I would be within the mark. Our sales alone last year amounted to £8000 for mattresses, and £2260 for feather bedding.

Basket Making I place next in order of merit as an employment for the Blind. I do so, however, fully aware that many who start do not become proficient, and have to be trasferred to simpler trades. In no occupation for the Blind is touch sight so essential. Shapeless baskets offend our customers, and have often afforded materials for a grand bonfire to clear the decks of lumber. Were it for nothing else than the benefit likely to flow to this department, I would press upon this convention the introduction of the Kindergarten system, with its ideas of shape and construction.

An apprenticeship in basket-making amongst the sighted extends over a period of six years, and I have only found unreasonable people expect blind boys to get a thorough training

in a shorter period. When well trained and industrious lads do acquire this department, it turns out a large proportion of self-supporting members. We have two-and-twenty whose earnings at sighted basket-makers' book prices run from 10s. 6d. to 42s. a week. Locality has a good deal to do with this industry—Factorics, Oil Works, Fisheries, Laundries,—all require specially strong heavy basket-work, which pays well; and bottle baskets for wine and beer afford lots of work for our people.

The sale of fancy baskets, I would here note, is not only a legitimate but an indispensible complement of the department. It should be well done. Nothing attracts ladies like baskets. I have seen a Countess run baskets on to a string, one after another, till her ladyship had selected quite a pile. Where a lady gets one kind of basket she will buy all. If you don't keep the fine on sale, you will get the common ones to keep on stock.

Cane-seating I consider suitable for females: not only can they do it well, but they can earn a fair wage by it—8s. to 10s. a week.

The idea of blind females making baskets to compete with French work I regard as Utopian; and for Institutions to sell French or German baskets without specially warning customers not to regard them as the work of the blind, I consider so immoral I should not have mentioned it, had I not myself been imposed upon by one who considered me a raw lad from the country.

A word or two regarding materials,—willows are either imported or grown in this country. Holland, Germany, and France all contribute their share for basket-making. Cane comes to us with sugar laden ships, as dunnage. My idea is that considerable saving could be effected by concentration of purchase and freight, had we confidence in each other. Dutch willows a few months ago could have been bought for £10 10s., and now as high as £12 15s, has been demanded. German willows have also risen in price. French run great risks of being selected, and only the worst reaches us at high prices. I have known Institutions using English rods at £24 for heavy skip manufacture, where German at £19 10s. would have suited equally well. The men like better to work fine rods, because they are more easily bent, and larger wages is the result, whereas were a little more care and skill bestowed, larger profits would arise to the Institution. Leith or Hull are the ports to which Continental willows come at either place we could establish a co-operative system for willows; and at Greenock or Liverpool for cane. Some good agent could be found to purchase on the Contintent, or some one could run over and select.

My next department is Rope and Twine Spinning, with Netmaking for sheep fencing, &c., and Warp for Matting of Manilla, spun by your operatives. For twenty years I have sighed in vain, and longed to start this branch so suited to the Blind. I am glad to say space will now be found in our new extension. Doubtless machinery has, as in other industries, made sore inroad upon this as demanding manual labour, but even still there is great demand for hand-spun twine and rope.

Hemp, fine soft polish Rhine, and the inferior brands can be changed into twine and rope for various purposes, by men who can only feel, but who feel so sharply its soft and silky threads as they pass through their finger-eyes. The salmon fisher will not be pleased with machine-spun yarn, nor the shepherd for those nets he spreads, not to catch, but to retain his sheep. Glasgow and Aberdeen carry on considerable trade in this. I specially direct attention to the Aberdeen exhibit—the Rope and Twine is simply perfect,—the men earning 10s. to 17s. a week, sometimes a little more; while females can make from 6 to 8 sheep nets worth as many shillings.

I have increasing difficulty in selecting the departments which follow, but I select Brush-making, so largely carried on in most of our Institutions. The initial difficulty in connection with this branch of business is the amount of capital it requires to carry it on, on anything like a large scale, and the small per centage which the value of labour bears to the entire cost of a brush. Take a brush for instance, at say Ss. a dozen, of which we manufacture thousands for Government Contracts, and the relative value of labour to the price is only one-fourth; say 2s. of this, a blind person can only do one-third, say 8d. In our Institution we have, I am happy to say, allied our sightless friends with another class of the community deserving more attention of philanthrophists than they have received, namely—the deaf and dumb-and while the blind man does the drawing of the bristles into the little holes, the deaf and dumb are employed to dress the bristles, to bore the holes, and to finish the brush. I do not believe the blind unaided can ever be trained satisfactorily to accomplish these latter portions, though I am in hopes of being able soon, by the aid of simple machinery, to set our blind men to bore with a rapidity not excelled by the sighted, and on a scale of wages at once profitable to them and to the cheapening of the produce. I must draw your attention to the fact that drawing is principally done by females in sighted workshops, and that they fill double the number of holes for the same price as men. secure an order it is manifest I must calculate my cost, as against female labour, or lose the contract, or, which I think worthy of our consideration, especially as labour for blind females is sadly wanted, set them to do the drawing. Pan work for brooms of bass and bristles is on a better footing, though I generally find many employed in it, who depend considerably on the little portion of eyesight they have left. I sometimes threaten to bandage their eyes, and force them to depend on touch. Still totally blind men do make good wages as pan hands, especially at bass work.

Next comes the manufacture of Mats and Matting, with the making of Cork Fenders. The produce of our blind people in this department is certainly quite equal to that of ordinary workers. But the prices obtainable are much lower than the value of the goods, owing to the fact that prisoners in jails are employed without sufficient charge for labour being calculated. This does not apply to Coir Matting, and the blind are able, with properly made looms, to turn out a very superior article. I refer you to the samples we exhibit, which I do not think can be easily surpassed. The winding, warping, looming and weaving all afford employment; 10s. to 14s. a week can easily be earned. Yard wide matting can be produced at from 1s. 3d, to 1s. 7d, per lineal yard, other widths, from 18 to 54 inches, in proportion. Figured Rugs can also be easily produced, and we exhibit a rug pattern copied into the string alphabet and also into Braille. I believe we have still much to do with the Braille type in the matter of patterns for rugs and other manufactures. Cork Fenders for ships and boats afford considerable employment, and I am glad to say they yield fair pay to our blind people on piece work. A blind man can earn from 11s. to 20s. a week, and the profit is fair, especially when we take into account the fact that in these also jails compete with us.

Sunderland and Kent workshops have done good service in directing attention to these, and I observe Kent is leading the way in the manufacture of Cork Cushions for seats of boats and yachts.

In the Weaving Department I fear the use of power looms has to a great extent shut us out from competition, but blind men are able to weave 80 to 120 yards a week, which, at \(^3\)d. per yard, means 5s. to 7s. 6d. In the selection of yarns we are further handicapped, requiring to use a superior quality, for which we seldom get credit, in higher prices, especially when dealing with those who retail such goods. Farmers and land stewards, however, know the value of good material, and are ready to accord to us enhanced prices.

There is one simple kind of weaving which commends itself to use in every respect. Rags torn into strips and woven into carpets or rough bed-covers for the poorer classes. This affords fair return for our people; 18s. a week is easily earned at 3d. per yard—allow 3d. for coloured jute warp, and expenses of preparing web, and 8d. per yard being the selling price, you have a good profit. The Sewing of Sacks deserves our notice as work for

females, Sd. to 10d. per dozen can be paid, and a blind woman can manage to sew S to 10 dozen a week.

I must now notice a department which we have not yet introduced. Wood Chopping and Bundling for fire lighting. Difficulties at first presented themselves connected with the circular saw and the sharp edged hatchet, but these have disappeared, and blind people are as expert in the use of both as sighted. Piece-work has a wonderful effect in smartening their progress. Wood is bought by ton or fathom; prices of course vary in different places. On sea-board, where wood is imported, it can be had at easy rates, but should only be used new. Sawing the wood into lengths suitable for splitting is usually done by men on set wage. Splitting with the hatchet is paid at 64d, per gross bundles, while bundling is paid by itself at $7\frac{1}{4}$ per gross of bundles. In the Dundee Institution, at these rates, I find splitters earn 11s. to 13s. and bundlers from 9s. to 11s. In some places these are sold at 3s. 6d. per hundred, in other places at 4s. 6d. for what is called a hundred,—but one hundred and twenty is the actual count. Possibly some difficulty may be found in the conveyance of wood, both in and out, but this can be overcome.

Straw Mat making, Bottle Covers of straw, and other employments. The effort of individual blind persons towards industrial employment has resulted in their being able to master difficulties connected with, and to engage in such operations as wood-turning, cabinet-making, wood box-making, cooperage, shoemaking, wire-working, and even watch and clock-cleaning. From these we may possibly learn whether some new branch of industry may not be opened up for general use, and I might be permitted to suggest to this Conference, or to the British and Foreign Blind Association, the idea of offering a prize of some value to any tradesman who shall undertake to give such details as may lead to the introduction of some new department, or possibly it may be well to refer this matter to a special committee to make experiments, and to report to some future meeting of congress.

One thing is certain, we must not consult tradesmen in general, strange as it may appear. They seem to have quite forgotten that though our people want their eyes they have one organ left which cannot but be supplied—while life remains—I mean the mouth, and "he who will not work cannot eat," must apply to blind and sighted alike; why grudge a blind man the comfort of working for his bread?

Much as has been said recently about Music as an employment for the Blind, I cannot but feel that to the great mass of the Blind that department must be pronounced impracticable.

Amongst the sighted it is only one of a thousand who attains to proficiency in Music, indeed one must be a born musician with

any certainty of success before accepting Music as a profession. With regard to the Blind this is not only true, but because of blindness the maxim has a far greater significance. Not only must they be able to perform or tune so as to clicit support, they must be able to do so in such a way as will cause them to be employed, because they can do their work as well, or even better, than sighted.

In the employment of females I have not found that fancy work has yielded anything like the remunerative labour which work in connection with the bedding department gives, though I believe more may yet be made of it. I think Bradford deserves well of us in making it commercially a success. I fear, however, the demand for fancy work is regulated by gratification more than by necessity, and hence the idea of buying for charity may be more fostered than where the articles of every day use are supplied.

Blind females, and blind men too, may be trained to do marvellous work. I ask you to notice the Shetland shawl we display in the Exhibition; but does this pay? I fear that bread and cheese won't come of it, and that you may make a very liberal allowance because the worker is blind. The Sewing Machine has been tried, and it has been found that it requires too much oversight for general introduction; the same must be said of the Knitting Machine, they both deserve more attention than we have as yet been able to bestow upon them.

Should these hurried notes be of service in the cause we have so much at heart, I shall be indeed greatly gratified. Should any one interested in the employment of the Blind in Institutions desire fuller details than can be given here, I shall be glad to be of service, and promise to try, notwithstanding a very extensive correspondence, to reply at once to any request for such. Only I shall look for reciprocity, and feel deeply thankful for any hint which shall enable our Institution to do more towards employing the Blind.

The wise man has said, "in all labour there is profit," and in the case of the Blind this is true apart from the monetary value of the work. An idle man is a pest to society, but an idle blind man is, besides, a pest to himself. But with the cry resounding from every Institution for the Blind, coming from the vast majority of the Blind in every town and village of our land, "Give us work, that to the extent of our ability we may still, not withstanding the terrible dispensation it has pleased God to send upon us, do our best in the world's great hive of industry," shall there not be a fuller response and more abundant supply of labour sent in upon us from a generous public?

Mr. Buckle: Probably our discussion on this most important question will take us an hour, and I think, therefore, we may go on until nearly one o'clock, and get the indulgence of Canon Raine to wait for us a short time. I have had a telegram from Heer Meijer, whose paper comes on this afternoon, and he does not arrive until the 2-25 train, so we can hardly expect him to be here at 2-30. If it is found desirable that we should have a little further discussion on this subject this afternoon, there would be a short time for it.

The CHAIRMAN: As far as I am competent to judge, we have again heard a very valuable and practical paper on an all-important subject. (Applause.)

Mr. Nett.: I hold an article in my hand from a musical man at Edinburgh. Perhaps you might allow me to occupy a little time in the afternoon in reading this paper on music.

Mr. Buckle: I have not a single objection to that branch of the paper which dealt with the work of Institutions, but Mr. Martin dealt with another subject. Although I do not wish that we should discuss it particularly, I must enter a protest against the total exclusion of the blind from hawking. I cannot see why, because a man is blind, you should preclude him from an occupation which seeing people are allowed to follow. I have in my mind instances of pupils of this institution who have gone to work outside. One sold a few brushes in the evening, and the idea struck him that he might start a small shop, and do a little bit at repairing and basket-making. When he had not work to employ him, he took his basket round and tried to sell something, and he is now making a very competent living for himself, his wife, and child. Why should you prevent people exercising a little bit of charity towards them? So long as he gives them a brush that is worth the money, why should you prevent charity using a little influence on persons to make purchases? There is no doubt hawking has its bad elements, as all things have: but to say that it should be discredited altogether is an assertion that I cannot agree with at all. (Applause.)

Dr. Campbell: This discussion, I hope, will be conducted with a fair wish to obtain good information, and I wish to say that I came here with a resolution not to set forth or to seek for an opportunity to set forth the work of the institution with which I have always been connected, nor do I intend, on the present occasion, to do so. However, when we have made a great speciality, when all who have examined it so far as I know believe it to be a great success, then I only say that of all the educations of the blind it certainly demands fair examination. Our doors are open, and we shall be glad for anyone, who wishes to do as Dr. Armitage did in Saxony—to come and look into the results of our work at

Norwood, I wish to deal with one or two cases which have been referred to, that is where musicians have found their way to the About one-fifth of our people have failed; but I know of an instance where a boy came to us with very low tendencies. His father was a drunkard, and he himself had the strongest love for strong drink, We shut him in on all sides, and treated him tenderly and brought him up with the greatest care; had him carefully looked after when he left, and endeavoured to keep him in the narrow path. He was persuaded to go in and work for an institution as a pianoforte tuner, and, I am sorry to say, in an evil hour his old encmy came back. He got into the beer shop, and it was only in a few months that the youth was turned away as an unsuitable workman, mainly on account of his drinking, and, so far as I know, I believe he is to-day in the workhouse. I dislike the employment of the blind in beer shops, and I say that that is not the way to secure the cause of the blind-I mean the seizing of isolated cases. I am quite ready to have other cases examined, and when there is a failure I am the first one to say that it is a fair and square failure. I wish also to say a word with regard to girls. One instance will do. There are five girls I can point to who are now engaged in music, and they are earning together £420 a year. Gentlemen, this is something at any rate. What I beg is this. In the first place I wish all friends of the blind to divest themselves of the idea that the work at Norwood is simply music. It is true that my profession was that of music, but I believe that no man labours harder and more carnestly to prevent the blind becoming musical boxes, that have to be wound up, and then run down, and when they have run down be wound up again. I say that the testimony of those of you who speak of the Normal College without examining it is worth very little. I shall be very glad to receive you there at any time, and when you have examined it you can then make whatever criticisms you like. (Applause).

Mr. Hall: I quite agree with Dr. Campbell in the main, because there always must be a certain proportion of blind who are eapable of being taught music as a means of earning their living; but I am sure he will admit that the number is comparatively small. Supposing there are 30,000 blind in Great Britain, there are not more than 3000 or 4000—at the outside 5000 who are capable of being taught music as a profession to earn their living thereby. I think, however, that no institution should be entirely devoid of the means of instructing the blind in music as a means of assisting and alleviating their sad deprivation of sight. I think it would be a great pity if any institution were to be without a music instructor; but there are, I admit, only a certain proportion of blind who are capable of being taught music as a means of earning a livelihood. (Applause).

Dr. Armitage: I have listened with the greatest possible interest to what has fallen from Mr. Martin, because I always look upon him as being in the forefront of the work of employing the blind in workshops. I think the blind, all over the world. are very much indebted to the results which have been worked ont at Edinburgh, and I never go through the Edinburgh Workshops without being deeply interested in them. Mr. Martin seems to have misunderstood what I said vesterday with regard to hawking as an occupation for the blind. I do not join with him in his universal condemnation of the practice. I will again state my views distinctly. When a blind man has the chance of supporting himself by a trade, either at home or at a workshop, I think that this is far better for him than hawking; but when, as is so often the ease in this country, a blind man cannot obtain emyloyment at a trade, it is much better that he should hawk than that he should be a burden on his friends, or on the community; provided always that it is legitimate hawking, and not used as a pretext for begging. I confess myself to have helped a great many to establish themselves as hawkers, and with the best possible results. For instance, about six or seven years ago, we gave a man a grant of 30s, to start in the sale of fish, and he has maintained himself and his family, by honest hawking, ever since. (Applanse.) He has been earning from 15s. to 16s. a week. Unfortunately for me, yesterday the time for reading papers was limited to half-an-honr, and I, therefore, was unable to say anything about the employment of blind in workshops. On that account I may have been thought a little one-sided. I agree entirely with Mr. Martin in the desirability of establishing workshops in large towns. I think that it is most essential that affiliated workshops should exist wherever institutions for the blind are sitnated in large towns; but, on the other hand, we, as a Conference, must take broad views; and it is certain, as I was saying yesterday, that the blind can, by proper management, work at home. Let us not force our blind into one particular line. There is plenty of occupation for all, and we shall find that we shall arrive at better results by spreading our efforts for the blind over the whole field of work of which they are capable. Mr. Forster has given us a most interesting paper on the employment of the blind in the liberal professions. By all means let us give such training to those who are likely to profit by it. Again, experience has proved that many blind, when properly trained, find music the most remunerative as well as the most pleasant of all professions; but let us not, therefore, fall into the mistake of saying that all should become musicians. The greater number will probably have to continue to learn handicraft trades, but let us take care that these are well taught. Let us combine and push -as Mr. Martin expresses it, "rnn the whole concern"-and get employment for the blind man in the profession for which he is best suited. (Applause.) One word more. I think it may be interesting to Mr. Martin and the Conference to hear that I found two blind men, at Kiel, who were boring the backs of brushes, and who got constant employment. The director told me that they were occupied all the year round at this work, and that they earned a wage of from 12s. to 15s. a week; so that the boring of brush-backs is a thing which has been done, and may be done anywhere else. There is this advantage in the blind boring the brush-backs, that we get two blind workers employed with ut increasing the stock. Every one connected with workshops for the blind knows that the increase of stock is one of the great bugbears we have to face. (Applanse.)

Mr. HALLETT: A little more than 18 years ago we started the first workshops in the principality of Wales, and we have had to limit our employment through want of means. There are two points that have not been touched on yet by the Conference. I have had a great deal of trouble in dealing with them, and I rise more to ask for information than to give it. The first point is, that in going through the whole of South Wales, and also the upper part of Glamorganshire, I have found many, who have become blind through accidents, principally miners, who have lost their sight in mines. Many of them have been in ironworks, and they are, in a great measure, worn ont by bad health, caused by the employment followed; whilst to add to that, they are capable of doing very little, and are in great poverty. I have tried to get assistance from the various Boards of Gnardians, in order to get the men into the workshops. We have had about 100 cases, during the eighteen years, and, I am sorry to say, that we have found very few capable of doing work in a saleable manner. We adopt Mr. Martin's plan. We seldom have £50 worth of stock on hand. We have never lost £5 in the way of bad debt. (Applause.) We deal largely with the shipping interest, in the way of strong coal-baskets. What I want to ask is this, "How can we meet these men, whom we find by the dozen in our streets, begging in public-houses, with their harps and fiddles at their back?" Mnsic-loving Wales, as it is called, produces many fine fellows for music; it is a thing which the blind love more for itself than as a lucrative calling. They turn their attention to some musical instrument, and we have to contend with the difficulty of leading them from these things, in which they can never excel. Many have no natural talent for it. To get them into the shops, and when there, to make them sit down to work, is onr great difficulty, because certain blind men, whose tendencies are in the wrong direction, come and tell our hardworking fellows, who work for 10s. 6d., "Oh, I went out last night and made 5s., and I had as much to eat and drink as I

liked." Then, again, no fund being at our disposal, we cannot do anything for the blind over 45 or 50 years of age. I have before me now several cases in which they have been to me, and requested me to give them assistance, and I would ask, "What are we to do with the poor blind over 50 years of age?" We have had one man who was with us over eighteen years, and we have pensioned him off. The prospect before us, however, in regard to those over 50 years of age, is very black. We have no endowments: we have nothing but sheer hard work to make the thing pay. have some subscriptions, but they amount to very little, when I tell you that we give over £90 a year out of what we call the good conduct fund. Every pupil in the place has so much a week to encourage him to work. Dr. Armitage touched on one point, when he said that there were many in London who are obliged to take up hawking because they cannot get into the workshops. Why cannot they? Because they cannot do the work. Hundreds have to be refused because they are unfit for labour If we could train them thoroughly for labour, I believe we might have our workshops full, and sell our work to the credit of the place, as well as to be profitable. (Applause.)

The Conference then adjourned for luncheon.

PRESENTATION TO MR. BUCKLE.

During the interval of adjournment, the members of the Conference were conducted over the St. Mary's Abbey and Museum Grounds, the contents of the Hospitium, and other objects of interest being interestingly described and explained by the Rev. Canon Raine. Thence they adjourned to the Coney Street Café and Restaurant for luncheon. After the repast, Mr. Martin being called upon by Mr. Pine, referred to the great good likely to flow from the Conference to all the Institutions for the Blind in the United Kingdom. He said that in every great movement there were men who led-men who gathered information and scattered it abroad for the use of others. There were men who could rise to eminence in other paths of life, but who preferred to devote their talents and energies towards the amelioration of the sufferings of humanity. Such a man was their friend Mr. Buckle. (Applause.) They must not be unaware that this Conference had caused him much labour and anxious thought. He had carried it to a successful issue, and he (Mr. Martin) was greatly honoured in being the medium for presenting Mr. Buckle with a small tribute of their esteem.

The present consisted of a handsome tea service, subscribed for by the members of the Conference. A bracelet was also handed to Mr. Buckle, with a request that he would convey it to his wife.

Mr. Buckle heartily thanked the members for that token of their kindness, which he said was quite unnecessary, and he sincerely hoped it would in no degree rob him of the feeling that what he had done had been done for the good of the cause. His chief satisfaction in regard to the handsome present was, that he should regard it as an evidence on their part, that they were satisfied with what little he had done in organizing this first Conference of Blind Managers and Teachers.

AFTERNOON MEETING.

On resuming in the afternoon, Mr. Hall, one of the vice-presidents, was voted to the chair, on the motion of Mr. Buckle.

The CHAIRMAN said: The discussion on Mr. Martin's paper

will now be resumed.

Mr. Meston, Aberdeen: Would you allow me one word before resuming the discussion on the subject that Mr. Martin has brought forward. During the time that has elapsed since we met in the forenoon, I have met several masters of Industrial Institutions, and we think that the time at our disposal this afternoon is not sufficient thoroughly to discuss the important subject which Mr. Martin has brought forward. If it is your pleasure, Mr. Chairman, and the pleasure of the meeting, we might resume the consideration of this matter in the evening, say at half-past seven or eight o'clock. We think it is a very important subject, and it is impossible that we can adequately discuss it in the short time at our disposal this afternoon.

The CHAIRMAN: I may say that Heer Meijer has not arrived, and it may be some time before he comes. It would be well, perhaps, to continue the discussion until he arrives, in order to

fill up time.

Dr. CAMPBELL: Could we not take Mr. Munby's paper first? I should like to correct a statement I have made. The amount

earned by the five girls I mentioned was £380.

Mr. Buckle: I certainly would be the last to curtail in any way discussion on this subject, but as the programme has been printed and arranged, and as some members of the Conference have made engagements and arrangements for the evening, they could not then be here to join in the discussion. We named a certain number of gentlemen as vice-presidents to act as chairmen, and I really do not know a single one whom I could call upon to take the chair this evening. On the whole I think we had better go on, and instead of breaking up at half-past five, continue until half-past six.

Mr. Martin: I think I can make a proposition which will obviate, perhaps, any such protracted discussion as our friend from Aberdeen proposes. I think by establishing an inter-communication amongst the working-managers of Blind Institutions, we might, in some way or other, attain to what he is desiring.

MR. WILLIAM HARRIS (Leicester) said he rose with great reluctance to address the meeting, for he knew well that he could not readily express his views in clear and proper language, still he felt so deep an interest in the welfare of the blind that he could not remain silent. He was struck with the words, "The greatest good to the largest number," in the paper read by Mr. Martin. It appeared to him that the "largest number" of the blind were poor persons; and, that the "greatest good" we can do them did not consist chiefly in enabling them to earn the largest possible amount of money; we have to think of their general welfare, their health, their home happiness, their moral and spiritual welfare. He would not presume to teach those present (for they were well acquainted with the subject), what are the best occupations for the blind. circumstances and places of residence of the blind are very different; but, for most of them, he believed such occupations as could be carried on in workshops to be the best. He supposed they were all agreed that the blind should be treated as much as possible in the same manner as those who can see: well, then, most sighted persons go daily to their workshops, or places of business, where they are under supervision. With the permission of the chairman, he would remind the meeting of some of the advantages of workshops for the blind, by reading from his note book the notes he made some years ago for the information of those who wished to help the blind:—

1. Workrooms, suitable as regards space, ventilation, warmth, cleanliness, &c., are provided.

2. Proper tools are provided without cost to the blind.

3. Good materials are provided without capital, and without loss of the time of the blind, and also without loss to the blind through waste.

4. Companionship and conversation with those who can see, as

well as with blind persons, is secured.

5. Daily exercise and change of air is secured, which improves their health, and gives them confidence in walking about.

- 6. Their work is done at the right time of the day; is done better and more quickly; therefore, larger earnings are made.
- 7. Regular daily work of the same kind is secured, and with it regular income.
- 8 The goods when made are sold without loss of the time of the blind, and without injury through delay of sale.
- 9. The sale of badly made goods, and the consequent injury to the cause of the blind, is avoided.
- 10. The blind have always before them an object in life, and so think less of their infirmity.
- 11. Their characters and circumstances are known, and assistance, when needed, is more easily obtained. Some of the blind have, through their connection with our Institution, received gifts, pensions, and help of various kinds.

- 12. The blind receive some instruction and consolation; each day's work being commenced with the reading, without comment, of a portion of the Bible and the Lord's Prayer.
- 13. Begging, or the temptation to beg, is avoided.

Other reasons might be added if time permitted, but enough had been said to show the usefulness of workshops for the blind.

Dr. CAMPBELL: I should like to have the discussion continued this evening. I am sure Mr. Buckle will make an excellent chairman.

Mr. Buckle: I am sorry to say that I am one of those who cannot be here.

The Charrman: I think the discussion had better be continued now.

Mr. Senior: I have for a great number of years been connected with the working of the blind. I have had eases come before me of this kind. Young men come up from the country places and say that they would have much liked to remain at home amongst their friends and parents, providing the trades they had been taught in the institutions with which they had been connected would have allowed them so to do. The question then arises if that can be properly met. I know that committees frequently have instances like this before them, and it is a very perplexing vexed question of the trades to follow. I think I will read a few suggestions that I have, and they will bring the subject more fully before the meeting.

The primary object of this paper is to draw a special attention of the respective Committees having the welfare of the Bliud in their hands, and more particularly in relation to those after leaving school and settling down in country districts.

The question here arises, what are the most suitable trades to be taught from which a living may be worked up under the foregoing eircumstances.

Are there any reasons why, say two or three brauches may not be taught during their usual term at sehool?

Presuming there is no reasonable objection, the trades or branches likely to achieve this is the next consideration.

Firstly—Weaving is a branch readily learnt by the Blind. In every poor district, and in working men's homes, there is an accumulation of cotton rags, which, by putting in shape and balling, and given into the weaver's hands, he returns it made into a good serviceable carpet, eosting only sevenpence half-penny per square yard.

Hearth rugs may be also made upon the same loom and wrap, by introducing a jute weft.

To supplement such, mat-making would be found a useful adjunct, along with chair-caning.

These are undoubtedly branches, the Blind who are industriously inclined, might carry out at their own homes without sighted assistance. The necessary tools are not costly, and might be obtained, with any material required, at the nearest Blind Institution.

Other trades, such as mattress-making, will uo doubt come to the front, and be successfully carried out.

In the meautime a steady progress is going ou in most institutious, in brush and basket-making, which remains to be still further developed by close attention and supervision.

I hope this Jubilee and Conference, brought about by gentlemen connected with the Wilberforce School, may bear good fruit, and confer a lasting benefit on the Blind.

I have printed these suggestions, and if any gentleman wishes to have a copy, I shall be glad to give him oue. I have frequeutly had this matter over with a number of young men, and they almost invariably say that they would much like to remain in the localities whence they came, providing trades suitable to the district can be taught them. Brush-making might be successfully carried out, and I know, from experience, that some young men earn a good living from some of the trades I have set forth.

Mr. MACDONALD: My frieud on my right here asked the question, "What can be done by blind people, who have attained the age of 50 or 60 years." That is certainly a question which I should like to see answered by those who have had experience in training the blind. Of the fourteen employed in Dundee, in the splitting and bundling of firewood, six persons are above the age of 60 years. They have no difficulty whatever in splitting and bundling the wood, and they earn about uine shillings per week. I would simply throw that out as a department likely to be remunerative to the blind worker and also to the Institution. It is only last year that we managed to make a return on that department. It had previously been found not to pay; but the little loss last year can scarcely be called serious. Our fricud, who spoke last, suggested that several departments should be taught to one blind man, in order, if he failed in one, that he might possibly succeed in another. I think that is utterly impossible. (Hear, hear). Blind managers, as a rule, find it extremely difficult to make a blind man proficient in any one department, and I think if we secure proficiency in one department for the blind man we do fairly well. In his paper Mr. Martin said that he thought it would be better if a set wage could be given to the blind, justead of putting them on piece-work. That is of course questionable. I think it is a comfortable thing for a manager who can afford to

pay a set wage. He has no difficulty then in disposing of stock. He simply commands that it do not accumulate. Unless he has a market, he says, "Do not work so much, and I will give you the pay all the same." We, who encourage piece-work, must find an outlet for the work, or we shall be called over the coals for it. We find across the way, in the Exhibition, a great number of beautiful exhibits. It would be desirable if we were informed by the various representatives how much of that work has actually been manufactured by the blind. (Hear, hear). I think a great many have gone away with the impression that the blind are perfectly marvellous in their accomplishments, that is to say, if they are to be judged by what is being exhibited as the entire workmanship of the blind. I think we should keep as much as possible to what the blind can actually accomplish fully. I know perfectly well it is impossible for the blind man to do everything in connection with the things shown across the way. I think we should make a point of only introducing among the blind those departments in which they are likely to fluish their work as far as possible. (Applause).

Mons. LAVANCHY-CLARKE: We have over 2000 blind able to work in Paris, and we can never find room to teach so many branches of trade, or to keep the blind in the justitutions where they have been taught. Therefore, I think, we shall have to follow the system of Saxouy. The difficulty still remains as to what we shall do with the aged blind. A blind man, who lost his sight at 51 years of age, came to me and asked for something to do in our workshop, and in about eight months he was able to make good brushes, and he can now earn 17 francs a week. Therefore, men over 50 years can learn something and do something. (Hear, hear). Now that he has finished his time with us. I must not send him home to start there. He asked me if he could not come every morning to the workshops and go home at night. I said "No;" because it is in our regulations that as soon as a blind man has acquired his education he must go home in order to make room for another. But he has no home to work at, and there are several more like him. I was obliged to find a home where five or six go every morning to work. We furnish the material aud sell the goods they manufacture. We are going to erect a new building for 100, and I should like to ask what is to be done with those men who know no trade.

Mr. Meston: As the time is advanced, I will not detain you the five minutes allowed. I think the subject Mr. Martin has introduced is one of the greatest of importance to the blind, because it affects no less than nine-tenths of the blind. The higher education of the blind, music for the blind, and kindred subjects, have been brought forward at this Conference, and I think if we had as able advocates for trades as those who have

advocated the higher education of the blind, the industrial employment of the blind would be in a far better state than it is at present. I have little to remark upon the paper. Most of the points which I intend to speak upon have been touched upon by those who have already spoken; but one thing I should like to say, and it is this. Of coure English Institutions, as far as I can understand, are not conducted quite on the same principle as Scotch Institutions; but what we want in Scotland is that the public should come and buy the things we make. If we can get the public to understand that we make the very best article that can be got, and that we offer that article as cheap, if not cheaper, than what it can be got for elsewhere; if they would but understand that and come and patronise us I mean purchase the things in a retail way—they would put industrial institutions on a very different footing. We have to sell-speaking for the institution with which I am connected—at least three-fourths of our goods wholesale. If we can get the public sufficiently interested in the welfare of the blind; if we can get them to understand that by purchasing the goods we make—and we say that we offer as good value as they get elsewhere—if we can get them to purchase the goods we make, and give us ordinary retail prices for them, it would be worth a great deal of money to us. I may say, in regard to the branches which Mr. Martin has referred to, as being the most useful for the blind, I agree with him in regard to mattressmaking, which I think is a very important trade for blind people, for this reason, that those who become blind through accident generally go to institutions about mid life, and it is impossible for them to learn any skilled trade. Now, mattress-making is a comparatively simple trade. It has only this drawback—and the same applies to brush-making-that the proportion of the value of the manufactured article which goes to the blind, in the shape of wages, is very small. We must select trades which are most suited to the blind themselves, and the best suited to the public, who are our customers. It would be a great thing if we could keep before the public the fact that the articles we manufacture are offered as eheaply as they can be bought elsewhere, and that by purchasing the articles they would be bestowing a great amount of good upon the blind. (Applause).

Mr. Wilkinson: There seems to be a general opinion with regard to the difficulty of pushing the manufactures of the blind. In our institution we never experience any difficulty whatever, because, in the first instance, we turn out articles that cannot be better produced by any outside competitor. Some of our articles no sighted man in the trade can beat. What we eall a split knotted brush no man who has been twenty years at the trade can beat. It is an exceedingly clever piece of workmanship; and we have not a man in our place who does not make an excellent

workman. We have no difficulty whatever in disposing of our goods, and we have every blind person in the district employed. We do not ask the public to buy retail; we can compete with any of the largest firms in the country. We can take Government contracts. We buy all our materials, for which we pay prompt cash, in the best market; and we pay wages which will compare favourably with any others. Last year £8000 were taken; and £1900 were paid to blind people. Our average wages to blind people are 15s, per week, ranging from 8s, to 25s. We have no bad stock; we can take orders from railway companies and the Government; and we are now executing large orders for Australia and New Zealand. We fear no competitors—(applause)—and the articles produced equal those any seeing man can make. It is a mistake altogether to suppose that the blind are deficient. make the blind themselves imagine that they are not able to do these things; but we do not. Our articles exhibited in the exhibition here are, with the exception of the French polishing, entirely produced by blind labour. Portions of the finishing are done by the deaf and dumb. I would impress upon Mr. Martin, and all those connected with the brush-making business, to go to the best markets for their materials. See that the blind are properly taught, and not left to do their work in a slovenly way. (Applause). The public will be glad to buy your articles if they are equal to what they can get elsewhere. At the same time, by purchasing the articles, they are affording subsistence for the blind. (Applause). The institution with which I am connected is self-supporting, and every institution can be the same if they follow out the proper steps. (Applause).

Dr. Campbell: Do you insist upon your blind men becoming thorough workmen, and making a first-rate article before they

are put on pay?

Mr. Wilkinson: We only pay them when they make a saleable article. We never have anyone with us longer than two months before they receive wages. One blind man, who has only been in the place seven or eight weeks, is earning 16s. a week.

Mr. Humphreys: Most subjects have been touched upon, but I should like to dwell more upon what must be considered a most important branch of industry followed by the blind, namely, the upholstering branch. That, I may almost go so far as to say, I look upon as being the most practical of any one connected with institutions in that particular branch. I have had a practical knowledge of the business for many years with a large firm in Liverpool, and from that firm I went to the Liverpool Workshops for the Blind. The manager is here, and can bear testimony as to the results of work in the upholstering branches. Wewere not satisfied with mattress-making, and we went in for upholstering, and we have fitted out steamships of the largest

dimensions-some of the largest ships that run between Liverpool and New York. We have fitted the saloons with cushions, carpets, tables, &c. We went into the matter fully, and my experience of the blind has given me the same opinion as Mr. Wilkinson holds, namely, that we ought to insist upon the very best work possible, and ought not to be satisfied until we get it from them. (Applause). You are not being kind to the blind themselves if you do not insist upon having the best possible work done. (Hear, hear). An institution may in a very short time sustain very serious damage by allowing indifferent work to go out. I have gone so far as to burn baskets sooner than they should go out of the institution as the work of the blind; and the institution will be at a loss in basket-making. There is a heavy loss, and I attribute it somewhat to my insisting upon the work being done well. Then there is the waste of material. I have known blind workmen who would think nothing of breaking up a eracked rod and throwing it away. It requires a foreman who does not minee matters to look after them. He must be exceedingly sharp, and may almost appear to be eruel; in fact if he does his duty he will be thought so. It is very unfortunate, but if we discharge our duty faithfully we shall not fear what the blind say of us. That has been my determination since my connection with the Liverpool Workshops for the Outdoor Blind; and the institution which I have had the pleasure of establishing, and which, I think, owing to its success in the first twelve or fifteen months, has been taken over by Henshaw's Blind Asylum, and now it is called "Henshaw's Blind Asylum Outdoor Workshops." You will see in the exhibition sample pieces of spring-matting made at the workshops I am connected with, and it seems to be admitted that it is a very good piece. That, I think, if taken in hand and brought properly before the publie, will meet with good support. It is a most serviceable thing, and would, I think, be a source of good employment to many blind. I am very sorry that the discussion for each member is limited to five minutes. I had a great deal to say, and it is a source of annoyance. I should have liked to have gone into the matter of wages. I should like to refer to one question, my desire being that the people of this and foreign countries should take notice of the benefit which the blind derive in wages, according to the amount of sales in each institution. I have had a report of the Liverpool Workshops put into my hand, and I would hold that institution up as a model for the country, and you could not do better than follow it. The wages paid there last year out of an income of £13,991, were £5844 6s. 9d. to 130 blind persons. Now the total number employed is 153; there are nearly double the amount of sales of brushes, and little more wages is paid. In the finishing of brushes we really do not know to what extent the blind can go. I go so far as to say that a sighted person is not required in any other part but the bordering. The fine finished work is of as skilled workmanship as that of any seeing person in the British trade. (Applause).

Mr. Brysson: Mr. Martin seemed to be under the impression that the blind can not 'finish brushes. I beg to correct him, and say that I have several men who finish them, and in a very efficient manner indeed. Apropos of that, I may mention that an exhibition took place in Liverpool. We sent in samples of our work, chiefly brushes, and one of my men exhibited on his own account. I am happy to say that we took a certificate, and this individual blind man took a certificate. The finishers earn, I am happy to say, most excellent wages. I have a youth who seldom takes less than a sovercign a week. (Applause.) I would like to correct Mr. Martin in another matter. Speaking of matting, he said that it was not made in prisons, and that, therefore, there was an opening for institutions in that line. I am sorry to say it is not so in England, whatever it may be in Scotland. In England it is made very largely in prisons at present; and all managers will agree with me that coir yarn has been at an enormous price for two years or more, and it has almost driven us out of the market. I might go on for a considerable time about our institution. Mr. Humphreys has spoken of it as a model institution. I think I may claim that they are the first workshops started for the blind in England. I certainly had the Edingburgh Workshops before me, but I have gone ahead on my own lines. This is the first Couference I have ever attended. I came here to learn, and I have learned a great deal. If we have another Conference I shall be glad to read a paper on my thoughts of the blind and the working in workshops. (Applause).

Mr. HUMPHREYS: Allow me to refer to a remark made that the Liverpool Institution was the institution where a supplement is being paid. That is a mistake altogether.

Mr. Brysson: With regard to the supplement, I would go so far as to say, "Why should the earnings not be supplemented?" My friend, Mr. Wilkinson, states that they supplement. The supplement is an encouragement; but when a man gets up to a certain wage I would withdraw the supplement. A man earning 14s. or 15s. a week, and who can get beyond that, wants no further assistance.

Mr. Humphreems: It was said that a supplement was granted to those earning over 20s. a week. They do not get supplement after reaching 12s. per week.

Mr. Brysson: In regard to our institution, it does not apply to all.

The Chairman: I have some notes written by Miss Octavia Verner. They are suggestions, and she wishes me to read them instead of reading them herself. One suggestion is that a room should be given to the blind with embossed books of the Young Men's Christian Association in every town; also that Sunday Bible Classes should be held in the afternoon, with tea, &c. (Applause.)

The Rev. H. J. Marston: May I ask Mr. Martin, or any other gentleman who is experienced, how long they think a blind child should be trained as an apprentice before he should be passed as an efficient workman in the making of mattresses? What age should they begin at, and when should they be supposed to be efficient?

Mr. Bryson: It depends greatly upon the ability of the blind pupil, and the trade as well. For instance, it is an old idea that the blind are best fitted for making baskets. On the contrary, the managers here will bear me out that basket-making is the most difficult thing which the blind can undertake. Brush-making and bed-making are simplicity when compared with basket-making. In the ordinary shops where sighted labour is employed, it is expected that an apprentice shall serve five or seven years; and yet a poor man, with only four senses, is expected to learn it in six months. It is absurd. (Hear, hear).

Mr. Buckle: Partly as an answer to Mr. Martin, and in order to kill, as it were, two birds with one stone, I will give an account of the industrial training in two institutions, because I know one Institution at Copenhagen-one of the finest in Europe -adopt the same plan as we do here; and I know other institutions that adopt different plans. It is not that I think ours is the best, but because I think it is better than some plans that are adopted. We endeavour to give, as far as we can, an intellectual education concurrently with the industrial education, enters the school say at ten years of age. He stays about two years, say until he is about twelve, and from that period for two or three years longer, he works in the afternoon at his trade, and in the morning attends school. As he gets older, and as his time of staying in the school becomes shorter, he, last of all, spends his time entirely in the workshop; and, I think, from my own experience, and I think I am quoting the very experience of Herr Moldenhawer, we find that, if we have a boy come to us at ten or eleven years of age, by eighteen or nineteen he can be fitted to be a thoroughly good workman. I may be allowed to mention a little thing in connection with our work department, because it seems to me to be one, which is still more fitted for application in larger institutions than in our own, and has considerable benefit in various ways upon the workmen. We started some ten

years ago a small benefit elub. Our workmen could not afford to contribute much weekly to it; in fact, they contribute threepence each out of their wages weekly. We seemed two or three donations to give it a start; and in times of siekness the men have 7s. a week out of it. There is a small sum of about £5 or £6 in the ease of death, or in the ease of the death of a wife. We have now about £140 or £150 in hand, and there are fourteen contributors. The other day one of our workmen, who is a basket-maker, and who is really a marvellously good workman for a man who has been blind all his life, had saved out of his earnings, which will be about £1 a week, at least about £75. He wanted to marry, and he had found a house that would about suit his means, if he could borrow a loan of £75. We lent him £75 out of the elub on mortgage of his house. He bought the house, and got married, and is now maintaining himself in comfort. I quite agree with the speaker, who said that the more you require of blind people the more you will get out of them; and I can illustrate that by a little fact. When I eame to this institution about fourteen years ago, we had a basketmanager, who did his work very well, but he had been engaged on condition that he should have a certain sum per hour for overtime. We started about the first year I came here to make the wicker tables, and for about four or five years we had, on an average, three months' work of orders in hand for tables and chairs, so large was our business in that direction. Our friend, the manager, had a certain sum for overtime, and he spent his overtime in putting a little plait round the table. He told me the blind men eould not finish the table, and he therefore did it. In the course of time this manager left, and as I had not been satisfied with this arrangement, I said to the committee, "We must have no more overtime with the manager. He must be engaged at a reasonable wage." Our manager now, to whom great eredit is due, said, "Oh, I think the blind can do this work." And they do it now almost better than our friend who has left us. There is an example in the exhibition of a picture frame in wieker-work, which is a marvellous piece of work for a blind man to have done at his own home. The question is not really what a blind man can do, but what will pay him best. What we have to find out first, if possible, is the sort of work which will suit the blind man best in point of earning power, and what iustitutions ean most easily get rid of. I think mattress-making and brush-making are very good subjects; and my own experience, from the exhibits I have seen from Scotch institutions, and institutions on the Continent, is that we certainly ought to introduce a little more rope-making into our institutions.

Mr. MARTIN: I came to this Conference to learn, and I came also for another reason, which was perhaps not present to my mind, but which is now, no doubt, present, and that was to get

some of the eonceit taken out of me; and I think that if everybody goes away from this Conference with a little conceit taken out of them, it will do them a great deal of good. (Laughter). I think the best wish I can wish myself and others is that we shall return in that condition. I want to say how thankful I am to my friend, Mr. Harris, for those notes which he gave us so terseley and so pointedly in supplement of what I said. Really, in a very coneise form, he gave all the reasons that can possibly be advanced for workshops, instead of sending the blind to work in their own homes. Those reasons are well worthy of the consideration of those working for the blind in England, and I must earnestly commend them to your consideration. Mons. Lavanchy-Clarke talked about one workshop for 3000 people in Paris. Well, I think it would be a great piece of imprudence to make one great big workshop for London. They will require a number of workshops before they ean cover the ground in Paris; and I do not suppose that one eentral business will cover altogether all the work from the various houses in Paris, and dispose of it to the general public. Another idea of his was, that we should find parties to take the blind into sighted workshops. I can find parties who have kicked them out of sighted workshops; but I have not found parties who are willing to take them in. For this reason, that they will not put up with the little deficiences which we are compelled to put up with, and which we cannot always get over, as my esteemed friend, Mr. Wilkinson, of Bradford, seems to do. I am going down to Bradford shortly, and I shall visit his workshops, and I have no doubt that I shall get some lessons from there, for I see in the exhibition some beautiful work which has come from that place. I see a remarkable brush from there, and I defy a sighted man to make a better. Mr. Meston struck the key-note when he said that we want extended purchases. If the public of this country would purchase from the blind, we could easily increase their wages. I will give every mattress-maker in my place, more than thirty in number, 25s. a week if I can put them on piece-work and dispose of their manufactures. We go far and near for orders; and we have fitted up two most beautiful steamships sailing from Bareelona, in Spain, with bedding. I may say that I have not yet come across Mr. Brysson in attempting to get an order for steamships which come from Bonny Scotland to Liverpool. With regard to upholstering, mentioned by my friend from Manchester, we might possibly earry it a little too far. We get a good many orders from upholsterers; but if you tread too hard upon their toes, they always withdraw their orders. We have supplied a ship with furnishings appertaining to bedding, but have very earefully avoided going beyond that. have no doubt that we could easily do the enshioning along the backs of those grand saloon seats. I am much obliged to Mr. Brysson for his remarks in regard to the finishing of brushes,

and also for reminding me that matting is made in the prisons of England. I don't know whether this Conference would exactly like to stop supplement when a blind man is earning 12s. a week. I should like to go a little higher; if a blind man has a wife and family, 12s. a week is scarcely enough in this country. think we could arrive at some definite point at which supplement should stop. We present our blind annually with a suit of clothes. and give them a week's holiday during the year; also paying their wages during time of sickness. This we draw from charitable funds, placed at our disposal for the express purpose. We take good care to have a trade pocket, and a charitable pocket. We depend upon the public to give us a good charitable pocket, and we try to make the other one leave a bit of profit, after paying the salaries of the sighted officers of the institution. Last year we had a loss, and the year before we had a profit. My friend, Mr. Campbell, said that he had a great many letters. I too get a great many; but if he will take the trouble to send me a few about trade, I shall be very glad to attend to them, seeing that he cannot possibly attend both to trade and music. The idea of teaching a man three trades is quite absurd. It is quite out of the question. If you teach him one trade, you will do very well. Even in basketmaking, we generally try to give certain men a particular kind of basket to make. One makes laundry baskets, and so on; we set the men to a particular shape of basket. We make him perfect in it, and then try to find trade for him. Mr. Maedonald made an observation regarding the work exhibited here. I do not think he means to insinuate that we have sent work here done by sighted people. I think his meaning was that they were not done by those totally blind.

Mr. MACDONALD: You mistake me. I meant to say that there is work in the exhibition which is not totally done by the blind.

Mr. Martin (resuming): Those who are so blind that they are ejected from seeing workshops, properly speaking, come within our operations. If they are so blind that they cannot find employment elsewhere they come to us. With reference to the admission of the blind into sighted workshops, I think that if there is a portion of an article which a blind man can make we shall be carving out good employment for the blind. No matter if the sighted man makes the first and the last parts, the blind man can come in between and do his portion of the work. (Applause). I see no reason why a sighted person should not come in to help in the work of an institution in such form as will make the work sell. The diversity between Liverpool and Edinburgh, I believe, will be accounted for. In the first place, we make larger sales of articlos not manufactured by the blind than they do at Liverpool. Bedsteads and fancy brushes form a considerable

portion of our sales, but lead directly to the sale of our own manufactures. If anybody wishes to correspond with me on this subject, I shall be very much pleased. (Applause).

The CHAIRMAN: We must all have been very much instructed by listening to the admirable paper, and also to the suggestions which have been made in reference to the paper. I notice that one remark of Mr. Martin in replying was that he employed sighted workers to assist the blind. I think that is an admirable plan, and wherever you can employ sighted workers to supplement the work of the blind, and to enable them to earn, perhaps, more wages than they otherwise would, it is doubtless of great value. In large institutions like Edinburgh, Liverpool, Manchester, and Bradford, I suppose there is not only a manager, but there are active salesmen required. I notice that Mr. Martin not only attends to the work in Edinburgh, but that he goes far and wide to get his orders. It is very important that in large institutions there should be a very vigorous salesman where there is more work made than they can possibly dispose of in the place. I may say that we are very much indebted to Mr. Martin for his very able paper, and also to those who have spoken on it. (Applause).

Mr. Neil: Would it not be advisable that to-morrow some one should propose that this Conference should appoint two or three Sub-Committees to consider the educational questions that have been raised, the industrial questions that have been raised, and the questions which may be raised with regard to the Government, in order that we might be able to have reports from them which would form the subject of several papers in the future? (Applause.)

The CHAIRMAN: I notice that to-morrow morning a paper will be read on "Conferences of Managers and Teachers of Blind Institutions," and I think that would be the proper time to take such steps as suggested. (Applause).

Heer Meijer: Director of the Blind Institution, Amsterdam, read a paper on

THE SPHERE OF MUSIC IN THE EDUCATION OF THE BLIND.

Horace Mann, the well-known American educator, says that "Music is a moral means of great efficacy; its practice promotes health: it disarms anger; softens rough and turbulent natures; socializes and brings the whole mind, as it were, into a state of fusion, from which condition the teacher can mould it into what forms he will, as it cools and hardens."

The love of music is, indeed, a universal gift from God to man, and its moral effects and practical bearings upon a system of

education are of such vast importance, that nobody can reasonably doubt its value,

The blind have been popularly associated with music from remote ages. It was so even prior to the dawn of history, as is proved by recent discoveries in Egypt, where the figure of a blind man with a musical instrument, carved in stone, may be seen in one of the subterranean temples.

From the fabled times of Orpheus and Apollo to the present day, music has always been regarded as the great promoter of civilization and moral refinement. It is one of the fine arts which appeal to the imagination as well as to the feelings, Through its instrumentality the sentiments of love, reverence, patriotism, and philanthropy, can be kindled, and the foundations of an earnest and sincere, a pure and lofty character, laid. It quickens the activity of the intellect, and furnishes it with images of beauty, It leads the mind to think and act of itself. It developes and fosters a general taste for æsthetics. It is a kind and gentle discipline, which purifies the passions and improves the under-It has a powerful influence in rendering children susceptible to government; and last, but not least, it lifts into ascendency the moral and intellectual over the animal nature, by substituting the elements of harmony and order in place of discord and harshness.

I need scarcely call to your memory what your gentle poet, Eliza Cook, says of this most exciting of the fine arts:

"'t is Music's, gentle Music's power
That steals the listening soul away,
Till man, entranced in rapture's dream,
Forgets he wears a form of clay.

Oh, Musie! mighty Musie!
Thou art all of bliss on earth;
Thou givest the lover's moonlight tale,
And poet's song their birth.
There's not a heart, however rude,
However base it be,
But has some slender string that yields
An answering tone to thee,"

And we all know how ingeniously and merrily she describes the influence which the melody of *Rory O'More* had on the variously formed minds of Apollo, hoarse Boreas, Mercury, Bacchus, and even on Cupid and the Paphian Queen Venus, his mother: and what revolution the playing of the tune by Apollo himself brought into the celestial abode, and set all the serious deities a dancing: and so con amore they danced that "The minstrel began to complain that his fingers were sore and his wrists were in pain," and the poetess adds, as the moral of her merry story:

"But 'tis noted that Love, since that musical day, Has most graciously bow'd when Poll comes in his way, And his manners and bearing most courteously tend To make the god-minstrel his intimate friend; For he knows very well that Apollo's soft lyro Is more than a match for his thunder and fivo; That his slaves would rovolt—all supremacy o'er If led on by the quick-step of Rory O'Moro."

And your inimitable, powerful lyric poet, John Dryden, with what an intense animation he describes the splendid effect which Timotheus, touching the lyre, worked on the sanguine mind of Philip's warlike son, when feasting at Thais' side; how it moulded him into all the various sentiments, made him weep as a child at one moment and seize a flambeau at another, with zeal to destroy, and how Thais led the way

To light him to his prey, And, like another Helen, fired another Troy.

"Thus long ago,
Ere heaving bellows learned to blow,
While organs yet were mute.
Timotheus to his breathing flute
And sounding lyre,
Could swell the soul to rage, or kindle soft desire."

Whilst at last Cecilia, the inventress of the vocal frame,

"The sweet enthusiast, from her sacred store Enlarged the former narrow bounds, And added length to solemn sounds, With nature's mother-wit, and arts unknown before, Let old Timotheus yield the prize, Or both divide the erown; He raised a mortal to the skies, She drew an angel down."

Your gentle lake poet, William Wordsworth, too, in his poems of imagination, describing the power which music exercised, says:

"Near the stately Pantheon,
In the street that from Oxford has borrowed its name,
Where a blind fiddler works on the erowd, and
Sways them with harmony merry and loud;
And fills with his power all their hearts to the brim.

What an empire is this!
The weary have life, and the hungry have bliss;
The mourner is cheer'd and the anxious have rest;
And the guilt burthen'd soul is no longer oppress'd.

As the moon brightens round her the elouds of the night, So he, where he stands, in a centre of light; It gleams on the face, there, of dusky-brow'd Jack, And the pale visaged baker, with basket on back.

That errand-bound 'prentice was passing in haste—What matter! he caught—and his time runs to waste—The newsman is stopp'd, though he stops on the fret, And the half breathless lamplighter, he's in the net.

The porter sits down on the weight which ho bore; The lass with her barrow wheels hither her store; If a thief could be here, ho might pilfer at ease; She sees the musician, 't is all that she sees.

He stands back'd by the wall; he abates not his din, His hat gives him vigour, with boons dropping in. From the old and the young, from the poorest—and there! The one-pennied boy has his penny to spare.

O blest are the hearers, and proud be the hand Of the pleasure it spreads through so thankful a band; I am glad for him, blind as he is!—all the while— If they speak 't is to his praise, and they praise with a smile.

That tall man, a giant in bulk and in height, Not an inch of his body is free from delight; Can he keep himself still if he would? Oh, not he! The music stirs in him like wind through a tree.

There's a cripple who leans on his crutch, like a tower That long has lean'd forward, leans hour after hour! A mother, whose spirit in fetters is bound, While she dandles the babe in her arms to the sound.

Now, coaches and chariots! roar on like a stream; Here are twenty souls happy as souls in a dream; They are deaf to your murmurs—they care not for you, Nor what yo are flying, nor what ye pursue!"

Such are a few quotations from your poets, for there is scarcely one of their great number who has not expatiated on the mighty power of music, so closely akin to poetry itself. You British are a musical nation par excellence, and although you can boast only of a few maestri among your own countrymen, it is, as with painting, as amateurs your equals are not found throughout the world. There was no need for me to consult the visitors' books in our museums, positively to shew that two Britons come to them to even one Hollander, as we are now graciously called since the opening of your famous International Fisherics Exhibition in Loudon.

You have entered upon quite a new era, however. The magic spirit of the distinguished and art-loving father of your present Royal Family shows itself powerfully in his noble offspring, and the ceremony which has just taken place within your walls, whereby the illustrious heir to the throne of this happy country has again laid a corner-stone of another Albert Hall, is a new proof of what I was going to advance, that from amateurs you get higher and higher up, and not satisfied with the noble rank of promoters, you aspire, and with the best success desirable, to that of performers and teachers, and the establishments which you have already founded with this purpose, and those which ambitious emulation calls into existence, are the efficacious means of elevating music to one of the first and noblest elements of domestic felicity and social intercourse.

And the blind among you, do they enjoy this predelection and share your delight? Well, as far as I have visited the European establishments, and have studied the means and methods of educating the blind, and rearing them for a social position, I do not know any country to be compared with yours in this respect. There is no place like your metropolis for artistes, because there are no fortunes like yours, and what passes by other less priviliged nations flocks to you, because you know what is due to talent; and are persuaded that only a well cultivated ground and well cared for trees and plants are able to continue to bring delightful fruits.

In your country, therefore, and in America, an Academy of Music for the Blind is a possibility, because the means for its foundation, as well as for its organization and keeping in full activity, are not wanting. I have the honour of being corresponding member of the celebrated Normal College, and take a large interest in this unparalleled school. I have often visited it, and always with the greatest satisfaction. I have come on purpose by way of London to be present at the Annual Prize Festival, graced by the presence of the Duke of Westminster, and made illustrious by the address delivered by the famous orator and popular M.P., Mr. John Bright.

What pleased him more particularly in the whole proceedings was exactly what struck me so much, and so highly delighted me, viz., the excellent gymnastic and athletic sports: for I fully agree with the clever Principal of the establishment, that a sound mind

can only live in a healthy body.

I returned from the College grounds once more confirmed in my highly favourable opinion of this most excellent establishment, where talent and natural disposition can be developed, and where the whole plan and system—where all the resources are such that a result may be expected, and can be obtained, such as has been applauded and admired by the many experts who were present at the Festival.

But this is quite exceptional—a happy realization of the most extensive wishes of a super-optimism, and cannot be considered as a rule. It may be recommended, but cannot be followed because of the great expenses which it necessitates. I am sure there is no country on the Continent where either Government or private persons would be willing even to try an imitation of this noble example, set by the noblest, worthiest, and most munificent of your countrymen, among whom I need only mention the name of Mr. and Mrs. Richardson-Gardner, as that of a charitable family beyond every praise. So we shall have to treat more especially of the Sphere of Music in the Education of the Blind, and not of what lies beyond that sphere, or when drawn into it, is to be eonsidered as a brilliant star, but not for common use.

I take the liberty of differing from those who pretend that for the blind music is one of the principal elements of education. I know very well that, generally speaking, a blind child has more musical sense than a seeing one, but this is a natural cousequence of his blindness, for we all know that the loss of one sense is compensated by the greater development of the remaining senses, and that therefore the hearing is far keener in a blind than in a seeing child. The latter will feel himself attracted by pretty objects, the former by harmonious tones; but this is no certain sign at all of his special fitness for musical training. Many a time a mother has brought me her blind boy, and introduced him as a first-rate future musician, who turned out to be an excellent basket-maker, perfectly unable for a more special musical education.

If I have any preference in selecting an appropriate employment for blind children, it certainly is some trade or handicraft; and the work-department constitutes a very important branch in our system of education.

Not that I think music should be neglected; on the contrary, the study of it ought to be as general as possible, and almost as soon as the young blind pupil is admitted into our Institution, he is three times a week entrusted with his juvenile companions to the care of an excellent well-trained blind female teacher of music, who soon finds out what is to be expected from the child in the musical line.

I know only of a few cases where the vocal training has been discontinued for want of a sufficiently keen hearing; but, before any pupil is allowed to receive musical culture, for which we possess every external advantage, he must be able to pass a certain examination in the scientific branches, and this is the great obstacle.

In order that the blind child, having grown up to the age of manhood, may succeed in any one calling, and be worthy of success and not dependent on sympathy, I believe that a liberal indulgence in the cultivation of mediocre talent in music, and chiefly instrumental music, will contribute greatly to his refinement and happiness, but will not afford him the means of self-support.

In every country, therefore, where the establishment of a musical academy for the blind will continue to remain among the pious wishes, different trades should be taught to all the pupils without any exception. Of course the selection of them should be earefully made, so that boys trained for organists, for instauce, be not obliged to spoil their fingers by rough basketmaking. There is however choice enough, and by this way the blind man or woman is doubly provided for. Suppose a blind

person succeed in getting a situation as an organist, this would occupy him on Sundays, but leave him or her plenty of time during the six days of the week, even if they have been taught piano-tuning, which is an excellent employment even for those who—owing to the lack of natural talent—fail to become good teachers or performers. They have not always sufficient work in this department, and are so much the more able to increase their prospects of self-support, if they understand the practice of eaning and matting chairs; knitting nets, making brushes or little baskets, working with beads, or some such tolerably well remunerative work.

I do not know how the chance of scenning a place is an organist stands in this country, but I know that on the Continent it is very poor. It is quite fair that a bad organist should not be preferred on account of his blindness; but when competing with seeing rivals, the blind artist is very fortunate if he be classed as No. 1. Why pass him on account of his infirmity, because the situation of an organist and teacher of music is often combined? It used to be a custom in Holland to have blind organists, and it becomes more and more an exception now, although Divine service has not improved by the neglect. We sent out an excellent organist last year, to whom the organ of his community had been promised many years since, the present artist being old and infirm. When at last the man could no longer do his duty. the schoolmaster offered his service provisionally, and worked so successfully upon the hearts of the rural church-council, that he was favoured with the place on account of his large family, whilst they left my letters of recommendation unanswered, and did not even allow the blind boy, whose education was finished a whole year ago, to play during one single service. He carns his bread as a travelling tuner now. This year the son of a poor boatman left the school with honour. He had been in the establishment since April, 1871, and had a peculiar talent for music, but was awkward in every manual labour. He was trained to a perfect organist, performed well on the piano, and is a tolerable tuner; but having found no situation as an organist, he returned to his father's small vessel, where there is no room for any other iustrument but a harmonica. So, what is the boy of nineteen years to do now; and is it quite unnatural that he put the question why he passed twelve years in a well-reputed Institution, and turns out to be good for nothing after all? My opinion is that manual labour, properly blended with study and music, is the most prudent system of education. The influence of such a system is extremely beneficent, and extends to the whole being of a child. It promotes bodily activity and soundness of health. It strengthens the perceptive faculties of youth. It induces confidence in the use of their physical powers and independence of character; finally, it increases cheerfulness in study, and hope to overcome the difficulties which all must encounter in their career.

I find it an excellent thing to have the educational plan arranged in such a way, that there is ample scope for both theoretical and practical music, that organ and piano-playing may be thoroughly, and, that singing and piano-tuning may be more than superficially taught, but that manual labour be the least of all neglected. Of course this system will only do for ordinary schools, and it is out of the question that sufficient time for it may be found in a College like that of Upper-Norwood, where all the disposable time is wanted for scientific education and musical training, especially in a country where no manual or fancy work is done on Sunday afternoons, as is customary in many establishments on the Continent, as a pastime after the usual devotional duties of the Sunday service.

I have already required too much of your patience, and eonsider it a duty of discretion not to put it to a longer test. The only point which I wish, in conclusion, to make quite clear, ladies and gentlemen, is the fact that I should not like to be supposed to belong to the happily few persons who think music a superfluous part of education in general, and of the blind in particular. I am happy to say that the contrary is the fact, and can assure you that I place no mean value on it. The great attraction of the weekly public lesson, which is given every Wednesday morning, and which is always largely attended, is, in fact, the musical performance, to which a whole hour is devoted. Wc can, indeed, boast of a very good choir of singers who, by a long and thorough practice, know how to captivate even the best cultivated cars of the visitors; and that the piano, as well as the organ, are more than superficially attended to; but we do not allow our pupils to play any other instrument, and possess no band. There was a time when we followed the example of foreign Institutions, and had one, but experience taught us that it was only a sort of reclame, which drew many visitors, but which did not, in fact, promote the welfare of the blind. We were, indeed, only rearing poor street musicians, and no artists, for even the eleverest among them could never succeed in obtaining a place in a good orchestra. We therefore gave it up, and our pupils are all the better for it. Much useful time is saved by it, which has since been devoted to practical manual labour.

In the arrangement of a system for earrying on the work of education, the first fundamental rule should be proportion, symmetry. No single chord of our complicated being should be left untouched or unstrung. All the intellectual moral, religious, aesthetic, and physical faculties should be earefully and harmoniously cultivated and developed. Perception, reflection, memory, reason,

and imagination should be gradually but equally and simultaneously trained. No undue prominence should be given to any one of them; but each should be exercised in such a manner that it may be brought into active, careful, and legitimate use.

The CHAIRMAN: I have listened with great pleasure to the paper, especially as it contains so many practical suggestions, and shows good sound experience in the institution of which Heer Meijer is director. We are very much indebted to him for coming such a long distance to deliver a paper to us. (Applause). I now call upon the members of the Conference to speak thereon.

Mr. NEIL: I asked the teacher of music in our institution to give us his opinions on the subject, and if the Conference will allow me to read for ten minutes, I will lay before you this letter he has written me on the subject. (Applause).

The CHAIRMAN: You hear Mr. Neil's request, gentlemen. Professor Davidson, the music teacher, has prepared a paper, and it is for you to say whether you will give the necessary time for its reading.

The Conference having assented, Mr. Neil read the paper.

[Originally written in Braille type, addressed to Mr. Neil, Royal Blind Asylum and School, Edinburgh.]

"Dear Sir,

"As you have requested me to give you some of my ideas as to what place Music should occupy as a branch of education for the Blind, I would begin by remarking that I am not one of those who believe that when a man has been deprived of the blessing of sight, he, of necessity, must inherit some extraordinary gift as a compensation for this privation, but consider that to be a popular error. I have come to this conclusion after having had some experience error. I have come to this conclusion after having had some experience among the Blind. There are as many degrees of talent among the Blind as the sighted, from the merest idiot to the possessor of the highest powers. With respect to musical gifts, I have met with many persons possessing many grades of excellence; from him who could perform on the pianoforte from mere memory, without the least knowledge of what he was about; no, not so much as the names of the notes he played, and consequently without the smallest degree of musical expression, to him who had the power of reaching a composition with all the excellence of a great artist. Dr. Stanby (who was organist with all the excellence of a great artist. Dr. Stanby (who was organist of the Temple Church, London, during part of the last century) was a composer of no mean merit, having written many pieces for the organ, —other instances might be referred to; but enough has been said to show that the gifts and graces conferred upon mankind arc pretty equally distributed among the blind as among the sighted. In making Music a part of a Blind man's education, I should be inclined to inquire in the first place, whether the individual proposed to be taught, possesses any particular bent or inclination towards the art; and next whether it is intended that he should follow the art as an accomplishment or make it a profession. In either case the question to ask is—What branch of the art does he feel most inclined to study? and

whether the eircumstances in which he is placed are favourable to his so doing? If the latter course should be determined on, he (or his guardians) would do well to weigh thoroughly all the obstacles that present themselves before entering upon the projected study. If his parents or friends have ample funds at their command, the first step is rendered tolerably smooth; and they have only to select a good, earnest, conscientious master for him. The requisite qualifications of a man whose sight is defective, for becoming a musician are—first, a fine musical car; second, an extraordinary and rapid power of memory; third, a sincere and devoted love of the art; fourth, an unremitting perseverance, which is determined to overcome all kinds of difficulties, at any sacrifico, no matter how great; fifth, a perfectly healthy state of body and of mind, including strong physical power of muscles and sound lungs. He should take plenty of open air exercise, to keep him from becoming weak through over-study. We would not recommend any person with weak or unhealthy chest to adopt Music as a profession, as that would only increase his troubles. Such a one should use Music simply as an accomplishment or pastime, and even then in a moderato degree, avoiding all heavy singing and the use of wind instruments.

"Now supposing that a pupil who possesses all these qualifications has been fortunate enough to be descended from affluent parents, and has been taught by a faithful master, he must in addition procure a good instrument—of whatever sort it may be—in order that he may not have his ideas depraved by false impressions, as to tone or touch. That would be very injurious to his judgment, and impair his perceptions of what is good or bad in the quality of instruments. He must also undergo constant practice in those excreises which tone the fingers in all kinds of touch, both in delicate and loud execution, until they can obey the suggestions of the mind with the readiness of an instinct, and quite without effort. All this is only preliminary to the true study of the art as an artist.

"We must take it for granted that he has overcome all the obstacles which we have enumerated. It is now likely that he will find (if his be, let us say—the pianoforte) that it will have become somewhat the worse of wear, and may require repair. This will make other demands on him for outlay, and thus render his study more costly than might have been at first supposed by the friends of the pupil. Notwithstanding, all this must be met and conquered before the pupil can expect to attain great excellence.

"We would now say a few words upon the kind of music which should form the groundwork of the pupil's studies. It is important that everything vulgar should be avoided, for that may cultivate a taste for that which will reuder his services acceptable to those who have no relish for what is of an elevating and harmonizing character, either in literature or music; whose society would not tend to his improvement in morals or in art. It would also injure his prosperity as a professional man, on account of his deportment and manners being injured by bad example, thereby rendering him disagreeable in good society, among whom every man who aspires to attain an honourable position in his art must endeavour to make friends and be able to move favourably whenever be has an opportunity. As to the kind of music I would advise a pupil to study, it should be that which has been composed for the instrument on which he is to practice, by a master of acknowledged excellence. If this precaution be taken, such music will be, in most cases, free from any association likely to lead to low or vulgar ideas. At first it should consist of as many simple and pleasing melodies as possible, without requiring great

mechanical effort in its performance, yet along with this affording good exercises for the training of the fingers to execute pieces of greater difficulty. This, however, ought not to be hurried or forced, as such a manner of training would only stiffen the finger-joints and produce ineffectiveness, which could not easily be overcome.

"Let me now, supposing still the piano to be the choice of the pupil, say that the best way of cultivating his taste and also his mechanical exocution is to do what has been recommended, viz.—selecting pleasing melodies composed for that instrument, with casy musical bases, such as may be committed to memory with the least effort; and after this has been continued for a time, introduce melodies of a similar character in which the base is formed of fragments of the unclody repeated in another octave, and then in some other interval. This would accustom the pupil to trace or follow the thread of a time in two parts, and at the same time farther develop the power of his fingers. There are numerous compositions of this class in the works of G. S. Bach, Handel, Scarletti, and many others of the old German, French, and Italian schools for the Harpsichord. There are likewise many compositions by the same authors, in three parts, which should follow these in two parts; and along with these may be studied the earlier and more easy works of Clementi, Dussee, J. B. Cramer, Mozart, Hummol, &c. By following this course the pupil will have insensibly acquired such a pure musical taste that he will take little or no pleasure in anything that savours of vulgarity.

"I will now take it for granted that our pupil has, under such a master as I have described, become an expert musician. If ho is of a sanguine turn of mind, he may be apt to fall into the dangerous error of supposing that he is a superior player to many others with whom he may be associated, and in an unfortunate hour manifest such airs of conceit as may lead others to take a dislike to him. This may be owing to the circumstance that his hearer must of necessity intimate to him that he performs in a stylo superior to those with whom he is daily associating, and it is just possible that he is correct in his judgment. As this state of things might prove a most formidable obstacle to his success, it would be advisable to endeavour to convince him that he has not as yet attained the highest possible degree of perfection; but let that never be done by lecturing him or making sarcastic remarks to him. This would only rouse his temper, and rouse him to take a determined dislike to you, even though you may be his best friend. The better way, in my opinion, would be to let him have opportunities of hearing the most distinguished performers of the day, and if he possess the real soul of a true musician, his ideas of excellence will be heightened, and he himself made more modest for the time to come. It may also excite in him a strong desire to improve himself by such increased diligence and application as may one day bring him to the top of his profession. The musical professor in the University of Cambridge is an iustance of what may be done by a blind man. If, after the pupil has had many opportunities of hearing great artists, he shall continue to display the conceited disposition I have described above, I would be inclined to doubt that he had the true musical spirit. At the best he can be little more than a mero mechanical executant, who cannot hope to rise to high rank as a musical artist. Such a one is also likely to be stirred by jealousy, and begin to be influenced by that passion whenever he meets a performer who (according to what his ear tells him) plays better than himself. Poor unhappy creature. I shall dismiss him without farther remark.

"If, on the other hand, the pupil after having gone through all the execrcises and studies enumerated above, and attained to the same degree of progress as I supposed had been arrived at in the first case, he should show a shy and backward disposition; this must be treated with great care, as it proceeds from nervousness, which, if it be too strong, will completely unfit him for public professional life. It is only by frequent opportunities of appearing before an audience that this timidity can be overcome. It is better for him that such opportunities should he given while he is yet young, as the fear of appearing will be more likely to wear off then than when he has grown older. should as much as possible avoid the companionship of those who are so unfortunate as to be constituted in the same unhappy manner, as the one would be sure to encourage the timidity of another. Well meaning people should carefully abstain from taking notice of any little musical slips he may chance to make; for, as the pupil now under consideration is of a hashful and shy turn, and extremely conscientious, as well as often over-anxious to do well, while at the same time he has an ear of great musical sharpness, which most faithfully points out to him the slightest mistake, such as would pass unnoticed by very many persons, this true and faithful monitor so constantly admonishes him on all occasions that when friends take notice of such little slips they only wound his feelings and increase his timidity. If, after a lapse of years, the pupil still suffers from nervousness, he would be wiso to give up the idea of public professional life, and confine himself to private teaching if he can procure a connection of such a sort.

"I have heard (I am sorry to say) that it is thought by some who are deeply interested in the education of the Blind, that the study of Music is not advisable for them. Would that the gentlemen who hold such an opinion could be brought to consider sympathetically what a great misfortune it is for any human being to be blind-a calamity which completely sbuts him out from the perception of all that is beautiful in nature by the eyes, and in many cases from the light of the sun itself, which is considered necessary for the health of man. There are very few who do not experience depression of spirit in dull dingy weather, and he who is unable to see the sun is likely to be more so, if no compensation were possible to him. He is also denied every kind of pleasure or knowledge which is gained from works of art—the beautiful productions of man, from which more gratification and information can be acquired at one glance than could be obtained from volumes of descriptions. Would that these gentlemen could be persuaded to imagine themselves in the same condition as the Blind, and then ask themselves how they would feel in such circumstances; and also, where were their fellow-feelings when they formed such an opinion? Would they be governed by narrow minded prejudices-like the late Lord Chesterfield, who, in his "Advice to his Son," said that "Violin-playing was an unfit accomplishment for a gentleman,"—and persuade the Blind that the study of Music, which is undoubtedly the purest on earth, was not advisable for him? What a melancholy state of things! Were this advice to be given force to as a positive command by parents or guardians, they would in many instances bitterly repent their folly—as the effect of it might be the ruin of the persons so commanded; either by driving him from his friends altogether, or if he were passionately fond of Music, the rosult would be that he might fall into low spirits, and possibly pine away in a wasting sicknoss. Let those who have anything to do with the education of the Blind beware how they allow themselves to be misled hy prejudices, which make man who is enthralled by them-resemble

a savage rather than a man of humanity and culture. Let them east their prejudices away as they would the contagion of pestilence, and abstain from denying to the Blind an innocent gratification which can never do them moral harm, except there be some improper association Its absence to many is an cublem of darkness. connected with it. I hold that all Blind persons who shew any degree of musical ability should be taught so much of the principles of the art as their capacity and circumstances permit, and this teaching should be of a first-class character, avoiding all so called "Royal Roads," which are at the best only the lazy man's way of learning—giving himself as much trouble as he can, and acquiring but a small stock of imperfect knowledge. In an institution where there are a number of pupils, the best means of discovering who are the talented ones amongst them is to form a singing class of the whole school; but not such a class as is often to be met with, where much time is wasted in teaching the children to sing "Hymns and Songs" by car, as parrots might. Some may maintain that this is not waste of time, but I affirm that it is a very great one, so far as the teaching of Music is concerned; of course this does not mean that the pupils should not learn the words of hymus, but the music of them should be deferred until as much of the rudiments of Music have been communicated as will enable the pupils to sing the tunes of them from touch. This is a much easier thing to accomplish in our day than it would have been fifty years ago. There is known at the present day to many of those who are engaged in the education of the Blind, a most ingenious mode of writing and printing for the use of the Blind, invented by the late Louis Braille, of Paris, which is equally adapted for Literature and Music; and pupils who have been thoroughly trained in this notation will make admirable choir-masters. Lessons of this sort will soon point out the pupils who are gifted with musical taste and talents. When this has been done the pupils will find that Psalm and Hymn tunes will be quite easy to Songs also can be read with the same ease, and if a pupil show a taste or inclination to learn to play on any instrument, his first studies will be much helped by a knowledge of touch-singing.

"In respect to those who should embrace music as a means of gaining a livelihood, I would advise no one to do so unless they show themselves singularly gifted for such a profession. There are so many sighted people connected with the art who have great talent, that it is very uphill work for any one whose sight has been denied him to compete with them. They have frequently to perform compositions at first sight, which it is not possible for the blind to do. The committing of music to memory is often too slow a process to admit of a blind man's rivalling a sighted—and even when this can be done rapidly there is a great want of confidence on the part of the public, and they can scarcely be brought to believe that it is possible that a blind person is capable of doing the duty he offers to undertake. Of all the branches of the art most suitable for a blind man to qualify himself, those of a church orgainst are unquestionably the best, if he can get an appointment where the duties are not too heavy for him. But there are great difficulties in his way unless he is fairly lifted into it through influence. Clergymen sometimes entertain prejudices against blind candidates, and imagine that the members of his choir will not respect the instructions of a man who is blind. I think that people who would conduct themselves in such a manner are very unfit to be members of a church choir.

"The art of tuning pianofortes is a branch of the music trade in which blind persons often excel. Here, too, difficulties arise through the prejudices of the public, and the misrepresentations of interested

members of the trade. Nevertheless, some blind people have been able to make a fair living in this department of the music business. A blind tuner is quite capable of being taught to understand the mechanism of all kinds of pianofortes—from the most simple to the most complicated hitherto manufactured. But in the case of repairs he would do well to call in the aid of some intelligent sighted workman. It is impossible sometimes to do certain things without sight. For example, I have heard of blind tuners attempting to replace broken haumer stems, in cottage and grand pianos, by melting the glue with a hot iron or wire. Now, this is positive ernelty to pianos, as the extreme heat causes the wood to shrink, and this completely destroys the centre on which it works. The best way of removing the old stem is to get it carefullly bored out by a sighted person. By following this plan things are very likely to go well with him.

"Playing dance music is another way by which blind persons may earn a living; but it has great disadvantages. In the first place, owing to the very late hour at which parties meet for the enjoyment of dancing, the player is in danger of contracting dissipated habits, and thereby injuring his health both in a playsical and moral sense. It is also likely to hurt the taste of a sensitive musician, and if he be a pianist, spoil the delicacy of his touch. He may sometimes be apt likewise to be made an object of merriment and unfeeling jesting by young fops—who have little delicacy about them—especially if he have any eccentric habit about him. His temper may become soured by such treatment. This department is certainly the lowest that a man could follow; yet a person of good parts and character may undertake such a calling and be unhurt by it. It is, however, a very precarious one.

"I have thus endeavoured to set before you the difficulties of the Blind in the prosecution of the means of procuring a respectable living by music. From what I have said, you may gather that I do not look upon it as affording a promising prospect for a Blind individual; but I certainly think that where talent has been bestowed, it ought to be cultivated as a source of pure enjoyment, which cannot sully or defile a man's moral nature, but rather the reverse.

"I am,
"DEAR SIR,
"Yours most truly,
"ROBERT DAVIDSON."

Note.—Mr. Davidson is himself blind, and has produced many splendid tuners. He was engaged as music master by the Royal Blind Asylum in 1869.—W. M.

Mr. Wood: I wish to speak of the importance of using Braille characters. The two papers are extremely interesting, but there does not seem to have been any practical recommendation upon this important part of musical training. The Braille characters have the great advantage of being adapted to music, and I have visited many institutions in the country, and I have found that although they teach music to a great extent, and use the Braille characters, still, in some of them, they do not use the Braille music at all. This is a great pity, because it is such a great advantage in teaching music thoroughly. The first thing we do at Sheffield is to read out the music. They write at our dictation.

I may tell you that it first occurred to me on my visit to the Normal College. Dr. Campbell was kind enough to compose a little chant at the moment, and the moment the blind had written it out, they turned it over and sang it. I thought that was a very wonderful thing for the blind to do, and saw that the Braille characters afforded a great deal of facility in the teaching of music to the blind. We now carry it out to a considerable extent. We have a number of tunes written out in all the four parts, ever we want to hear them sing, they take out their four conies. Whatever tune is asked for, they turn to the page and sing it straight off in harmony. This we carried out at our late examination. We had a cantata which we wrote out in the same way, and the blind sang it all by touch, and not only by the touch, but 1 want you to understand that they saug it at first touch. I often dictate a piece of music to them and they sing it off immediately, without having practised it or heard it before. The advantage of the Braille characters in writing, in connection with music, makes them much more valuable. You are able to write quite a musical library. Perhaps my humble testimony to Braille writing, which is so well understood, will not be of much value. (Applause),

Mr. NEIL: We both write the Braille and print it at our institution.

Dr. CAMPBELL; It would be useless for me to waste your time by attempting in five minutes to deal with the great subject, which, if I am correct, is only in its infancy. My belief is that the proper sphere of music for the blind has not been worked out in general at all. I believe that the proper way of teaching it has not really been adopted; and if I should undertake hastily, in five minutes, to give my reasons for it, I should find that many of you would misunderstand me, and think I was pretending to know a great deal, which, perhaps, others know better. We have our opinions in regard to the subject. I can only say that I have had a long experience in the matter. I differ on certain points from all others in the selection of my pupils. Perhaps I can illustrate what I should like to say, by a very little story of a man who was brought before a justice of the peace in America, and indicted for stealing a horse. Three men swore positively that they saw the man steal the horse, and take it out of the stable. There were six men who swore that they did not see him take the horse out of the stable; and the justice of the peace decided that in that country six was a majority: therefore the man did not steal the horse, and should be allowed to go. Now, my meaning with reference to this story, is that those who have not determined to try music under the happiest circumstances for it, ought to be, at any rate, willing to carefully examine the work of those who have. No one who knows this subject ever pretends that all blind can become effective musicians, and I should be sorry if they

could, because we should not get employment for them all; and it is for this reason that I take so much interest in the subject of handierafts for the blind. My earnest desire is for the blind, not for the Normal College or any particular branch. I say that we must not select children who have the most delicate ears to become the most successful teachers of music. As a rule those with delicate ears, and delicate organizations, are very lazy. They are not willing to study anything, they want to drum upon a piano, and are perfectly happy from morning till night. I also examine a child in mathematics, and if he is good in this, I can make him a good teacher of music. Although he will not be such a fine performer, he will be a more successful teacher. When I was twelve years old, I could not tell one tune from another, and if you had played "God Save the Queen" and "Charlie over the Water," I could not have told you the difference, and after all I am now a musician, and have been a successful teacher of music. As this has been my own case, I have also proved the same thing in many instances; and, therefore, I simply say, without being able to give you all the facts in regard to it, that my belief is, that if we give a true education, we must give a good intellectual training, and then put the musical training upon it—(applause) and you will not succeed without it.

Mr. TATE, Bradford: I think it must be admitted by everyone, that apart from the fact that music is not possible as a professional career to many blind, it is without doubt one of the greatest sources of happiness to the great majority. In Bradford we have no school. Our institution is entirely a working one; but I am happy to say we have a small choir from the workshops, and I think I speak the truth, when I say that they look forward to their weekly study as one of their most happy times. We take the study of part-songs as our special feature, and they form, to a great extent, our annual entertainment, at which all the blind come to hear us. Every part-song has to be gone over with the whole of the singers sitting together. We have no Braille type, and our workers have no knowledge of it. Some have, but the majority have not, and, therefore, each part has to be taught by ear. I sing for the trebles and for the basses and tenors in the same way. They hear the parts, and then we work all the parts in together. takes us two or three hours to prepare a single part-song. What I should like to suggest for the consideration of those met, is, if they can in such institutes as ours, prepare some books or some system that will enable us readily to take down the music we require, so that we ought not to spend three or four hours in preparing what should only take us ten minutes. My connection with the blind institution at Bradford, is entirely in choral matters, and I have no knowledge personally of the Braille system. I should be happy to adopt some system with our people, if any

gentleman here will assure me that it does not take up much time. (Applause).

Dr. CAMPBELL: In regard to the Braille music, you can adopt it to any purpose. I cannot say it is easy. A great many say it is very simple. I believe it is no more difficult for a blind child to learn to read and write Braille music, than for the seeing child to learn to write music. "Hymns Aneient and Modern" will soon be ready for use for the blind in Braille. "The Church Psalter" is also being printed. We are printing some very valuable and useful works, and we shall in a few months print some part songs. I should like to say now what I said a moment ago in regard to talented pupils. Sometimes you get great gifts and good intellect combined, and then you have a good artiste. There is such a boy in our college named Alfred Hollins, who came from this school. He played Becthoven's Sonata in E Flat at the Crystal Palace, and he went through it from beginning to end, and was loudly applauded. This shows that the blind can attain very great excellence. I rejoice that such young men have had such great success, and if we can send out a large number of men and women, who will take distinguished positions in the community, we shall have much greater ease in getting the public to support the blind. It is more difficult to educate the public, than it is to educate the blind.

Mr. Martin: Professor Davidson, of our institution, has furnished a large quantity of music, in the Braille type, and Mr. Lees, also a blind gentleman, has done the same. We had types cast; and Mr. Lees has taken them home to his house, and there sets them up, stereotypes the sheets of music, and transfers them to paper; and Mr. Neil informs me that at the examination the other day, Mr. Lees presented a piece of music to each of his pupils printed in Braille type. There is no difficulty about the part-songs or the easy pieces, and I think I can promise to get Mr. Lees to send our friend in Bradford a few copics for the use of his blind choir. I am very glad to hear that our execllent friend, Mr. Campbell, with his undoubted energy, has established a primary school, and I trust it will be a pattern school for us all, We began our music teaching in Edinburgh in 1871, and we have turned out some splendid tuners since, one in particular, to whom I always refer with feelings of respect, and feelings of regard now that he has passed away. He died not very long ago, and I have his handwriting in Braille, which he left, and which is finished most touchingly by an extract from Goldsmith's "Deserted Village."

No surly porter stands in state To spurn imploring famine from the gate.

Another, who died, was also a prodigy in thirst for knowledge. I believe that lad actually beat his strength to pieces on the bars

of his prison seeking for knowledge. No man will surpass me in the deep feelings which I have for the advancement of the blind. I am glad to see Dr. Campbell making such advancement in music; but I would ask him honourably and straightforwardly before this Conference, to be perhaps a little more generous in regard to pupils he receives from various institutions in this country, I should have liked that York should have been mentioned, as having the credit of training Mr. Hollins. 1 should have liked Edinburgh to have got the credit of training Miss Recse; and I should like other cities to get the credit for the hard-work they have done. Dr. Campbell, I understood, was President of a College to which we were to send up eligible pupils to be perfected in music, so as to become accomplished artistes; but he is now going to make further developments in the way of a Preparatory Primary School-for Children. These remarks I throw out in all good feeling to Dr. Campbell. (Applause.)

Dr. Campbell: I have not spoken of the training which pupils drafted to the Normal College have previously received, because I could not give credit. For instance, take the case of Hollins. When he came to me he was very young. The position of his fingers was very bad. I took great pains with him, and it was nearly a year before he overcame the bad habits he had contracted. I think you will all see that wherever scholarships have been taken, you will find in my report that credit is given. I am not giving credit in the case I have mentioned: but at the same time there are things for which we can There was a boy from York named Sterricker, who was well taught on the organ. Some of the pupils have given evidence of good school-work; in this regard the boys from York were well prepared. I have also good pupils from Manchester. especially on the organ. The piano teaching has not been that which I believe lays a good foundation. If we could have better elementary teaching, we certainly should have much greater results, and I believe this can be attained in all our blind schools by good primary teaching at the beginning upon the piano. I have never an unkind thought or feeling to any blind school or friend who is trying to promote the education of my class. I belong to a class of paupers, gentlemen, and with God's help, I am doing all I can to lift them out of pauperism. It would be a pleasure to me to promote the interests of any school. Now that scholarships are established, you can compete for them. I shall conduct an examination within the next month, and the names of those who gain scholarships, and the schools from which they come, will be announced in the London Times. (Applause.)

Mr. BUCKLE: I think Dr. Campbell has made a mistake with regard to my finding fault in Sterricker's ease. So far as I

remember, the facts are these: Sterricker called at our school in his vacation, and brought a medal with him, which I understood him to say he had gained by organ playing; and without thinking more about it. I mentioned, in my following report, that the subscribers of the school would be glad to know that Sterricker, after having been five years in our school, and by the time he had been twelve months at Norwood, had obtained a medal for organ playing. Thereupon Dr. Campbell very kindly corrected me, and said it was not for organ playing, but for pianoforte technique, and that he had not obtained it in open competition, but as a reward for his industry in pianoforte technique, which Dr. Campbell had laid great stress on during the year.

Dr. Campbell, addressing Mr. Buckle: Don't you remember you wrote a letter to the *Musical Times?* Certainly the boy came better prepared than most of the boys. At the beginning of the year 1 gave twelve studies, which were to be for examination. It was on examination of these studies that he had his medal.

Mr. Buckle: Anyone interested in the blind cannot but admit that much is due to Dr. Campbell. I may say in his presence, and without any intention of flattery, that he has the admiration of a great many, both in England and on the Continent. (Applause.) With regard to the sphere of music in the education of the blind, we had in view music as a factor in education rather than special musical training as a means of earning a livelihood. For instance, the plan in this institution is, that all the pupils shall be taught more or less perfectly to learn to sing psalms and hymns, and ordinary school pieces. Those who have an ear and capability for music receive further instruction in it, and devote as much time to the study of music as the committee deem advisable in their case. That is no regulation of mine-it was a regulation made long before I had anything to do with the institution, and it is a regulation which I think has produced much good in the institution. Pupils who have gone out of the institution have earned good and respectable livings; and in more than one case I know, they have got together a pianoforte business, music-selling business, and tuning business, which has enabled them to leave some amount of property behind them. I remember perfectly well, some two or three years ago, experiencing no small annoyance with some writer in Cassell's books, because, in praising Dr. Campbell's efforts at Norwood, he said that, "Before he came to England the only thing that blind musicians did, was to go about with a fiddle and sit in public-houses." I pointed out to the writer that it was a total misrepresentation of the facts, and that many former pupils of this school were earning good and respectable livings by mnsic before Dr. Campbell came to England. Allow me to thank our good friend Heer Meijer, who, as regards the Committee of this Institution, has certainly honoured it by reading the paper, and by the presentation of that very beautiful illuminated address. I could not allow this oportunity to pass without thanking him, in his presence and in yours, for this very graceful act; and also for the time and patience which he must have taken in preparing the paper. (Applanse.)

Dr. Campbell: We are not always answerable for things which appear in public print, and I have never seen a word reflecting upon any educators or friends of the blind, but what has given me pain. I was exceedingly pained when I saw the article in the *Times* yesterday. I said to Mr. Bright, "Our object is to educate the public, and not to try and find fault with

somebody because they have done more than they think."

Heer Meijer: Whatever I have heard in the discussion has been so much of the nature of supplement to what I had the intention of saying to you, that it does not require any extensive reply. With regard to the Braille character, we don't print it. We write it and we read it very well. We are, as well as you, great admirers of the Braille, and we are only on the eve of what perhaps we, and those who will come after us, will see and witness. I understand what Mr. Campbell advances, namely, that when a child has really mathematical talent, and can imagine for himself, he will be the best musician. I have in my own institution two who are very excellent mathematicians, and one of them passed his examination with twelve seeing teachers. He asked to be told distinctly what the others had before them, and he then asked one of the gentlemen to put his answers down. Not satisfied with actually having got a license to teach in any school whatever, he is going out to the University. A very great difficulty now, is to get our organists into our churches, on account of the heavy competition. Mr. Tait, from Bradford, has been sufficiently answered. If we can do anything for him we shall be happy to do so. I perfectly agree with Dr. Campbell as to what was said about the piano and organ. We do not allow a boy to be taught the piano before he has passed the second part of the juvenile class, and then if he gets into the second class he is allowed to go to the piano. He has to be able to play certain music before he is allowed to go to the organ. I consider it quite a wrong system to put them to the organ too early. As for Mr. Buckle, I have only my sincere thanks to advance to him; and I am happy to say that a gentleman well known and esteemed in this city, Mr. Wade, formerly Lord Mayor, paid our school a visit, and attended one of our concerts. (Applause.)

Mr. E. Wade: I was at Heer Meijer's institution for several days, and what astonished me most was a young lady reading from the ordinary raised letters the history of the Invasion of Britain by Julius Casar, in English. Altogether the whole

institution appeared to be conducted in the most remarkable and efficient manner, and reflects great credit on our kind friend who has honoured us upon this occasion, (Applanse.) I feel that anyone visiting Amsterdam will be thoroughly delighted with a visit to the institution. (Applause.)

The CHAIRMAN: I am sure we have all listened with great pleasure to this address, and to the replies which have been given. I should like to ask Dr. Armitage whether the music published in Braille type is published by the British and Foreign Blind Society?

Dr. Armitage: Not all. A great deal of music is published at Paris, Copenhagen. Brussels, and in Switzerland; and we are publishing now a great many things especially adapted to instruction. We are taking great pains in the selection of music, and the editions for the advancement of the work in this country. We are publishing them very rapidly. (Applause)

The CHAIRMAN: I have been told that a member of any institution who subscribes a guinea a year to the British and Foreign Blind Society, can obtain any publications at half-price.

Dr. Armutage: Not in music. That refers only to the hand-written books. We have a large number of works written by hand, which form a sort of circulating library.

Mr. Buckle: Mr. Harris has kindly presented us with a number of pamphlets on the blind, and I shall be happy if you will kindly take one caeh. I should like to make an addition to our list of vice-presidents. One name was certainly omitted from the list by an oversight, namely, Dr. Armitage, I should like to make an addition of three names, Dr. Armitage, Mr. Carter of Sheffield, and the Rev. J. Kinghan of Belfast. (Applause.)

The resolution was carried unanimously, and the Conference adjourned until the following morning.

WEDNESDAY, JULY 25th.

On the motion of Mr. Buckle, seconded by Mr. F. J. Munby, Secretary of the Yorkshire School for the Blind, Dr. Armitage was voted to the chair.

THE CHAIRMAN ealled upon Mr. MUNBY to read his paper on

THE DUTY OF THE GOVERNMENT AND SCHOOL-BOARDS IN THE EDUCATION OF THE BLIND.

Placed as we are at this moment in a building for which this Institution has paid annually for nearly half-a-eentury £115 to Her Majesty's Government, from whom we receive no help, and

remembering that a Public Elementary School enjoys, under this very roof, by gift from the Crown, the absolute ownership of part of this same building, while it receives a large grant annually from Government for the education of children who have sight, I can scarcely approach impartially the consideration of the question on which I have been asked to address this Conference.

The Government, however, can proceed only according to law, and I admit that the letter of the law is in their favour; albeit I cannot forget, indeed I would at this moment carefully remember, that those who have gone before us in the management of this School laboured earnestly in the hope that the time would come when "the clemency of the Crown should cease to be intercepted by a rigid construction of the law," and I ask you to join me in the hope that the majesty of the English law may at least, in this respect, bow before the magnanimity of the English people.

The anomalous position of this Institution is, however, outside the general question now before this Conference, and it is only fair to admit that for the *education* of the blind the public

funds are by law, at least indirectly, available.

As in all questions of polity, so in this, the duty of the home parental duty, must be first fulfilled; and, assuming that parents in the first place avoid, and, it may be avert, blindness from their ehildren by careful and particularly eleanly habits; and, in the next place, accept the affliction of blindness in their children so that such children grow up from the first, not as tiresome burdens to be endured, (still less to be neglected,) but as intelligent objects of interest, of eapacity equal to all others, except in the matter of sight, blind children will become acceptable among their fellows, and may enjoy much in the way of education along with those who can see. It is too true that from the State in England the blind, as a class, receive no help, and in this respect our country eompares unfavourably with others; but it is equally true that though the Imperial taxes furnish nothing for this purpose, local rates are available, because School Boards are responsible no less for the education of the blind than of the seeing, and Boards of Guardians have extensive powers in this respect which are not adequately appreciated.

The blind are not a little indebted to the efforts of the Charity Organisation Society in bringing these facts to light, though we, who may be more familiar with the education of the blind, cannot concur in the apparent aim of that society to extinguish schools in which the blind alone are taught. After fifty years work in the service of the blind of Yorkshire, we hope that our School merits some other reward than "painless extinction;" but in districts where no such school exists, and so far as the schools for the blind are inadequate for the total

number of blind children, it is clearly the duty of School Boards to provide schools for the blind, and, so far as education with the seeing may be beneficial to the blind, to receive and educate them in ordinary Board Schools. It is the duty of Boards of Guardians also to make further provision for the poorest class of blind children than, as a whole, they do. But further, or more complete, action on the part of School Boards and Boards of Guardians will not exempt the State from the moral duty of supporting the blind directly. It is true that blind children in an ordinary Board School might add to the Government grant earned by such school, but in the matter of only educating the blind, the State ought to do much more than this. It is out of all reason that a school such as ours, which is willing to accept Government inspection and regulation, should receive no State aid, because it is part of a charitable institution in which the scholars are lodged, clothed, and fed: at least it is little, if any, more within reason than it would be to say that the greater does not include the less. Industrial Schools, which are the most valuable State aided institutions in the kingdom, lodge, clothe, and feed the children whom they teach. It behoves the friends of the blind to claim the rights of the blind in this matter, and it behoves the taxpayers to look after the application of the taxes. The Government have yet to acknowledge that the blind are an important and a useful factor in the body politic. When Hcr Majesty's Ministers include a blind man among their number, our Government should cease to say that the blind may rest contented with the alms of the benevolent. England should, like other nations, by grants from the Imperial Exchequer, unmistakably help the blind to help themselves. not enough to say that local rates are available for the purpose. "Local burdens" is at present a hideous subject, and our foreign friends will be slow to believe that public money has of late been expended in two English courts of law, and that the House of Lords is likely, on the first opportunity, to hear an appeal (also at the public expense) against the judgment of those Courts, on the question whether or not a certain class of public buildings, upheld by local rates, are to be charged with Imperial taxes; in other words, whether or not the British taxpayer is out of one pocket to pay a staff of tax collectors for levying a tax on property which he maintains by rates which he himself pays out of another pocket. The gain to the State by such taxation may be better imagined than described; and such proceedings as these induce one to say that it behoves the taxpayers to look after the application of the taxes. There is ample scope for the funds of the benevolent after the State has done its duty by the blind, and our Jubilee Fund alone needs all the money we can expect from that source for the benefit of those who lose their sight after attaining sixteen years of age, in addition to all that this Institution can reasonably expect

from Her Majesty's Government. The care of the Blind in France is eminently systematic and successful, because it is subsidised by the Government of that country; the care of the blind in England is eminently disorganized, because the Government gives no heed to it. The care of the blind in the United States is becoming more and more exemplary in proportion as the United States Government is giving it support. In the matter of printing alone that Government provides 10,000 dollars annually, and we have only to look at the attractive specimens of literature within this building, presented to our exhibition by our friends in Kentucky, to realize what a fund of instruction and enjoyment may be provided for the blind by a little encouragement at the hands of the powers that be. The theory of the United States Government (as explained to us by an American correspondent) is that it is expedient for the State to see that every child receives an education; that it is cheaper and wiser to make a citizen than it is to maintain a pauper; and the more defective the child is the greater is his need and the State's obligations. Therefore, all American schools for the blind, for the deaf and dumb, and for the imbecile, are either altogether or in part maintained by the State.

In conclusion, I need only invite attention to the work we have gathered here together, and to the appliances now available for the comfort of the blind; I need only remind you of the triumphs of Laura Bridgeman, the example of Mr. Fawcett and Sir Charles Lowther; I need only name the name of Wilberforce, and then confidently ask for such a discussion on this subject from the devoted friends of the blind who compose this Conference, to ensure the fulfilment of the hope so pithily expressed by our friends in London, that "something will come of it."

Dr. Campbell: Before the discussion begins, I should like to ask Mr. Munby if the interest which is paid on this building for the Bliud School does not go to the plate of the races at Doncaster. I believe it to be so, and I should like to know if it is a fact.

Mr. Munby: No, Sir. I think Dr. Campbell must have in his mind something else. With regard to our School, I may say that we are the Lessees of the Commissioners of Woods and Forests. The Commissioners of Woods and Forests are responsible to the Crown for a certain income, and they gather together that income from this source, as well as many others. In this case, they are receiving, and have been for the last fifty years, far more than they had ever received before. Fifty times £115 represents, in our opinion, at least double the value of the property, and they have power, under an Act of George IV., to make absolute grauts to a limited extent to district schools. In the year 1836, or about

that time, they made a grant of part of this building to an ordinary seeing school, which they were pleased to consider a district school within the meaning of the Act. When they were applied to by our predecessors, to take a similar view with reference to our school, which our predecessors contended, and which we still submit, is a district school within the meaning of the Act, we were offered a lease at the rate of £115 a year, and that rent we have been for the last fifty years obliged to pay; and, as matters stand at this moment, it looks very much as if we should have to go on paying it for another fifty years. At that time, I won't say what will be required of us; but according to our legal position, this building, and the large sum we have laid out in improvements and repairs, will be forfeited to the Crown. It is this legal position from which, I think, we ought to be relieved.

The CHAIRMAN: We must all admire the brevity and pithiness of the paper we have been listening to. There is an immense amount of matter condensed into small space, which is just the *beau ideal* of what a paper should be. 1 hope the discussion will be conducted on the same principle.

Dr. Campbell: I should like to say one word in connexion with this matter, because I think that gentlemen on this side of the water often confuse the General Government of the United States and the State Governments. It is an advantage we have on our side of the water, that, without going to the General Government, we can go to the State Government. It is much easier to deal with the State Government. The principle in the United States is this: the Government of the State provides a school-house within walking distance of every seeing child in the commonwealth; this is impossible with blind children, but in order to place the blind on an equal footing with the seeing, the State establishes boarding-schools, and pays the cost both of living and education of the blind. In addition to this, it is the experience of men who have done most of the work for the blind there-I mean such men as Dr. Howe, Mr. Waite, Mr. Little, and others-that it is better to have Institutions for the Blind under a Committee of Management, appointed partly by a private corporation and partly by Government. Boston, New York, and Philadelphia are examples of such schools. Where the State has the entire control, political influence often interferes with the best interests of the institution. In regard to the aid given by school boards, I am sorry the paper did not go a little more into detail, in respect to the law which states that every seeing child should be forced to go to school A blind child is left to the common sense of the parents, and very often the parents do not realise that they are jeopardising the future of the children by keeping them at home; at any rate it takes years of work to eradicate bad habits, contracted during childhood. One practical instance is better than a long argument. I had a letter some three years ago from a kind-hearted gentleman. informing me that there was, in Whitechapel, a blind child who stayed from seven in the morning to six in the evening, locked in a room alone; he asked me if I could do anything for it. I went and saw the child, and it is now a very creditable pupil at the Royal Normal College. I found his statement, that the child was locked up by herself all day long, to be true. This brings me to another point, which I hope will come under discussion to-day it is the influence of secret habits of the blind. I believe it to be one of the most prolific sources of degredation now existing, and unless we can undermine some of these evils, all the gymnasiums and exercises will be valueless; therefore, I hope before the superintendents and managers of the various schools go away, we shall have half-an-hour to consider this vital point. I speak of it here because I may not have a better opportunity. (Applanse.)

Mr. S. Neil: I think we must all admire, not only the brevity, but the excellence of the paper which Mr. Munby has read, and we cannot but recognise its very great interest. I think that he has very judicially set before us the folly of paying for an official to take money out of one pocket and return it to another; then again, I think he has shewn very good reason why we should express our sympathy with the Wilberforce School for the Blind, and our entire fellow-feeling with them that Government should do something to relieve them from this burden under which they labour. I do not know but that we might possibly come to a resolution in favour of the relief which they ask from the rental being granted—with good will. I wanted to say that if we take Government aid for Blind Schools, we must be prepared to lay before the Government some method in which this may be done. We should require to accept the general principle, I suppose, of our educational codes; first of all we should require to have Standards formulated. We should have to be very careful about this, because unless they were formulated by experienced men, it would be almost impossible to secure an advantageous system of education for the blind. Then we should require to see that the standards should be attainable, and that we should have the means of attaining these standards provided for the blind. The question that presents itself is, as to how far the common school is really adapted for the purpose, and that question admits of considerable discussion. One thing, I think, may be very fairly said about that—that à priori every national schoolmaster is likely, at first blush, to look upon a blind pupil's being brought to him as far more likely to overload him with work than to increase his grant; the consequence is that I do not think he is likely to look with great sympathy on the drafting of the blind into the ordinary national elementary school

system. That raises the question as to the advisability of district schools for the blind, with regard to which Mr. Munby spoke, and which he deprecated on a certain account. I would deprecate it, not only on that account, but also because no ordinary school can be furnished with the necessary apparatus, or give sufficient interest to an individual teacher to become acquainted with the newest thoughts and newest appliances, and to acquire such facility and readiness in teaching and examining a blind child as to enable him duly to discharge the duties of a competent instructor of the blind; besides that, there are special apparatus required for the blind, which, I am afraid, our Local Boards for Education would not be very ready to furnish. They might say we have got one blind child just now in the school, and it may be perhaps fifty years before we have another; therefore we will not provide this apparatus because it is expensive: hence, I think, that not only for the proper education of the blind, but for the getting of men who are willing to devote their intelligence and ingenuity to the accomplishment of teaching the blind, in a scientific and progressive manner, with the fitting apparatus, we require institutions in centres of population to which the blind may be drafted. I believe this would be the most economical manner; because in these institutions you can provide not only for the education of the children, but you can make such arrangements as secure their industrial training as well; and that suggests to me that I really cannot see why crime should be so much more in favour with the Government that they support Industrial Schools whilst they do not make grants for the education and training of the blind. (Applause.) My impression, with regard to the question before us, is that we should require to present something tangible to the Government, and it would require to be something not only favourable to the ratepayer, but should impress the ratepayer with the advantages of getting a good thing at a cheap cost; therefore, my suggestion as to what we should keep in view would be this, that we should ask the Government only to aid those who are actually aiding themselves, and that the grant should be proportionate to the benevolence of the public, and the educational success of the Institution. I really do not see but that all blind institutions might claim state aid advantageously, and get it, if it were provided upon this principle—that the product of the industry of the institution should form one third; that the benevolence bestowed on the institution, which would indicate the good will the institution had gained in the locality, should form another third; and that the Government should grant a third. (Applause.)

Mr. Harris: Again I am constrained to say a word or two to the Conference, for I think it would be ungenerous on my part not to notice one little remark in the paper which we have just heard. It is not my duty or business to defend the Charity

Organization Society. I am not a member of it, or in any way connected with it, though I have served upon one of its committees; therefore. I think it would be ungenerous, if not unreasonable, to be present and not say a word on the subject. The paragraph referred to by Mr. Munby, says that it appears to wish to silently extinguish Schools for the Blind. I think I may say that I know clearly the feeling of that Committee-for 1 attended almost every meeting-and I may say, that it was never the wish of the Committee to extinguish blind schools; their wish was to elicit information. We got a great deal of information which it was neither right nor wise nor kind to publish; but a general impression was formed from the evidence we had before us, and I am quite sure that there was no wish on the part of the Committee to extinguish the schools. We wished to draw attention to certain short-comings-or rather an extension of usefulness, which we thought was open to the schools, as well as to private individuals. (Applause.)

Mr. Buckle: To my mind, this question is really one of the most important questions that we can discuss. I hold a book in my hand, called "Light on Dark Paths," which has been very carefully compiled, and in which there is a report indicating the position which, at the present time, the Government assume towards the blind schools of this country. I think it is a most anomalous one. The Report states that the school at Glasgow was inspected by the regular Government Inspector of Schools, who gives a full report, which, on the whole, is pretty satisfactory; but I wish to call your attention to My Lords' reply with regard to an application for a grant made by the Managers, on the strength of this Report. They regret that there are great difficulties in the way of paying an annual grant under the Scotch Code to this Institution—greater difficulties than they had hoped to be the case. The first difficulty is, it seems, "that grants made to asylums would be practically aiding a charitable institution." Why should not Government aid charitable institutions? "Secondly, that all the scholars are expected to attend divine worship both morning and evening in the house, there being no conscience clause as required by Article so-and-so." "Third, that the Bible is read regularly as a reading book, in contravention of Article No. 6." "Fourth, that separate accounts of the school cannot be kept apart from the institution accounts. (Laughter). These are obstacles which their Lordships do not see their way to get over; I say that it is simply unworthy of the British Government. Why should not My Lords be compelled to say, "here is an institution which requires a special system of education, which requires that a number of children should live together, and, because they are specially circumstanced, we must forego some of the clauses which were drawn up, not for the education of the blind, but for the seeing?" There is, too, this question of inspection, which is one of the greatest importance in

relation to the intellectual training of the blind in this country. I had hoped that we should have had with us to day the Secretary of the Gardner Trust, who has honoured us with a visit. His engagements, however, ealled him away vesterday, much to his regret. I was going to say that I had hoped that the Gardner Trust would have seen their way to have appointed an Inspector of Blind Schools in the country out of the large interest annually accruing from the fund under their charge, and to make a small grant from the fund, depending upon the report of such Inspector. Some system of periodical inspection would, in my opinion, have a most beneficial effect on the education given in our blind schools. There was a reference made yesterday to the question of books, and I think our good friend, the Chairman, seemed to be of opinion that there were sufficient books printed. I think, however, he can hardly say that the price of the books is satisfactory, for instance, the British and Foreign Blind Association have brought out an excellent book on the theory of music. This work, I mean "Bannister's Music," can be obtained as an ordinary printed book for 3s. 6d. or 4s.; but in Braille type for the blind it costs £1. If we could get a Government grant to benefit institutions in this way, in the cheapening of books, so that we could have Bannister in blind type for 4s., then, I think, Dr. Armitage would find that the blind institutions of the country would use Braille books much more largely than they do at the present time. With regard to the general question of Government aid, I remember a deputation waiting on Mr. Mundella, headed by Mr. Wheelhouse, I believe, in regard to this matter, and the reply which Mr. Mundella gave was one which I did not expect from him. His reply was that he really did not see how he could open up the question; the charitable funds of the country had hitherto provided for the education of the blind, and he hoped they would continue to do so in the future. (Cries of "Oh.") This is simply shelving the question. With regard to Boards of Guardians, I do not see how we can expect much more from them than we get at present. In the case of our own institution they pay a certain sum per year-all that we require of them, though not the full cost of each pupil-but we should bear in mind that if we raise the fee very much, it will have a detrimental effect in regard to sending pupils to Blind Schools, for they are not, as you know, by law, compelled to send them to us. The ratepayers look very sharply after the way in which Boards of Guardians spend their money, and hence, I say, we ought to try and get any further aid required from the I might point out one fact, which may not be known to members of the Conference, and which is worth being borne in mind in the discussion of this question, and that is, that the American Printing House for the Blind had granted it from the State 250,000 dollars, which was funded, and now produces an annual income of 10,000 dollars. Out of this fund books are printed, and free grants of books, maps, and apparatus are made to schools in the United States, according to the number of children in the school. They have determined to set aside a certain sum per year, for the printing of the New York point-system only; and I think if we could have some money in this way from the Government, or from the Gardner Trust, it would help our friends like Dr. Armitage, Dr. Moon, and the good people at Worcester, to print books more cheaply. And if, in addition, we could have, as in seeing schools, a grant dependent on inspection, either from Government or from the Gardner Fund, I think blind education in this country would receive an impetus which would soon be evident to all.

Mr. McCormick: We pay taxes very heavily on our institution, and I should like to know if it is a fact that the blind schools are in any way exempt as charitable institutions. With regard to one point which Mr. Buckle raised, the question of the cost of books, I quite agree with him in that particular. The cost of a book very much depends on the number of the edition of the book. If, for instance, fifty copies are ordered from blind schools for the first edition, the cost is very great, whereas if we can have an edition of 250 or 300 copies ordered by blind schools or the people in the country, it very much reduces the cost.

Mr. HALL: The annual value of the institution at Swausea is about £100 a year, and some time ago I made an appeal to the Assessment Committee for the reduction of the assessment on the buildings, and I succeeded in getting it reduced to one-third, so that we are now paying only £33 per annum. The argument that I used with them was that only the residentiary portion of the building, used by the superintendent and matron, should be assessed, and that whatever the value of it was, it should only be assessed for the poor. Another instance I might mention, is the Deaf and Dumb Institution, of which I am the honorary secretary, and I think that if the same argument were used to the assessment committees of the various unions, they might consent to assess the buildings only for the value of the buildings used by the officers. Then with regard to assistance from the Boards of Guardians. For some time past I have been in correspondence with various unions in the western part of South Wales, to increase the amount which they contribute, and I am glad to say that I have succeeded in getting the boards generally to contribute 10s. a week towards adults during the time they are instructed. and 7s, a week for those under 14 years of age. (Applause.) The arguments I have used have been that if they were not to contribute, these men would at once become a continual burden upon the parish, and they, therefore, ought to contribute really what they cost the institution. If they are admitted for three, four, or five

years, it is better that the Board of Guardians should pay continuously for their support; and I really think secretaries of various institutions should use this argument, and endeavour to get the weekly allowance increased. (Applause.)

Heer Meijer: I have been listening with the greatest interest to the discussion which has taken place upon the excellent paper read by Mr. Munby. I do not understand the laws of your country very much; but my opinion is that, as a result of this discussion, a petition should be drawn up and sent to the Government by this Conference. It might be signed by those who have attended this Conference, and friends; and might state that we have seen how well this school is managed, the great good it yields to the blind, and how that good might be greatly increased. Such men as Herr Moldenhawer, and others from the Continent, who are at the head of great establishments, ought to be, and are, well able to judge what a good institution is. I should like such a petition to be drawn up by this Conference, sent to the Government, and urged as strongly as possible. (Applause.)

Mous, LAVANCHY-CLARKE: I should like to second such a motion as that suggested by Heer Meijer. I should like to say a few words about what has been done at Paris. We could not speak out at the Paris Congress, because we thought it would be much better not to tell the foreign friends who attended the Conference what the Government has to do in France for the blind children. I think it would be a very good thing to have a special law, so that the same laws which apply to the education of sighted people should apply to the blind. But what shall we do to provide this? What are the means to be? Do you think that the means which are provided, and which are suitable for the sighted, can be used for the blind? If not, what shall we do? I answer that it is best to appoint a special commission to consider the matter. This was done in Paris, and the commission decided that there should be special schools in France at certain centres; that they shall receive help from the Government to provide for the education of the blind. If these schools are not sufficient, the Government will provide new schools. This, I think, can be done in England if you ask the Government to do something. (Applause.)

Herr Moldenhawer: As I come from a country where the Government has done a great deal for the blind, it may be of some interest to you to know that there was a time—before the year 1811—when the Government did only very little. The education of the blind was then dependent on private enterprise, and only a small number of the blind of the country were educated. It was urged, however, that if it was the duty of the Government to take care of the education of seeing children, it was their duty to take care of the education of the blind. A law was therefore passed that an in-

stitution should be established by the State, and that it should be large enough to receive all the blind in the country capable of education. The time soon came when it was a common thing for parents to send their blind children to the institution. It was not obligatory upon them to do so, but admission was made as easy as possible. As the institution was not large enough to receive all the children. it was enlarged. It has been enlarged to such an extent that now we can receive all the blind children over the age of 10 years. say the age of 10 years, because there is a difference between secing and blind children. The former go to school at an earlier age; but it must be remembered that the blind cannot leave school so early as the sccing. The institution is obliged to retain them as long as is necessary to make them working men, and dependent upon their own work. That is a duty which no school for sceing children ever has to perform. It was thought that the best time for a blind child to learn as much as possible was from 10 to 18, so that the time before the age of 10 the instruction of the blind child is not dealt with by the State. The primary school of Copenhagen is a private one, and when parents want their children to be instructed before the age of 10, they send them there. At the age of 10 years they are sent to the Royal Institution for the Instruction of the Blind. It was stated by one of the speakers that when the Government did much for the blind, private help would, perhaps, But I would suggest to people who thus argue, that there is much to be done after the finishing of the instruction, in the way of helping the blind to get on in the world. and all that work ought to remain private, with a little assistance by the Government. We were asked by the Government if we wished to have any assistance, and we have got it without being obliged to say how we use it. We only give a report, as we do tothe private persons. (Applause.)

Mr. Buckle, addressing the speaker: Would you tell the Conference about the constitution of your committee of management?

Herr Moldenhawer: We have a committee for the institution composed of two sections. One section represents the old institution for the blind, which was given up when the State Institution was crected in 1811. From that society we have two members, and the Government sends three members, so that we have a committee consisting of five members; but one has no more power than the other. (Applause.)

Mr. Wolstenholme: I should like Mr. Munby to give us a definite idea as to what can be done with Boards of Guardians and School Boards with reference to blind children, where there is no blind school. I happen to come from a town where we have not a blind school, and yet we have a great number of children of school age. I think we have 16 or 18, and out of that number there are only two-thirds who are in a position to pay for going

to an institution. About 12 or 18 months ago I interested myself to get into an institution the child of a journeyman joiner, who earned 25s, per week. He had six children, and at the end of the first half-year he was obliged to discontinue sending the child, who is now running about the streets doing nothing. As there are a great many children in the same position, I wish to get, as far as I can, definite information as to what I can do in their cases.

Mr. Wood: I was just going to make a remark which will answer the question put to us. At Sheffield the Boards of Guardians are very ready to pay for the children, whose parents they are convinced are poor, when the proper application is made to them. (Hear, hear.) There are two large Unions in Sheffield, and they both subscribe to the society, which entitles them to send a certain number of pupils to the institution. For instance, the principal Union pays £60 a year, which entitles them to send 10. The other Union, which is not so large, pays half that amount. These Unions not only send children to us, but Unions at a considerable distance send cases, paying the same fees as the parents pay. If there is no institution close to where Mr. Wolstenholme is, the guardians of his own Union will find some institution round about which they think suitable when the proper application is made to them. (Applause.)

Mr. Hall: An Act of Parliament was passed—I cannot tell you exactly in what year—which enables Boards of Guardians to contribute towards the support of blind children, and deaf and dumb children, although their parents are not in receipt of parish relief. We have, at the present time, several pupils partially paid for by the local Board of Guardians. According to the position of the parents and the number of children in the family, so they contribute. (Applause.)

Mr. Wood: The parents must be given thoroughly to understand that if they apply to the parish to enable them to send their blind, or deaf and dumb, child to an institution, it does not pauperise the parents. (Hear, hear.)

Mr. Neil: The law is only permissive, however.

Dr. Campbell: Mr. McLagan has asked me to make a statement with regard to the School Board in Sunderland. They have seven blind children of school age at Sunderland, and a teacher is now employed. An application is made to the School Board to take the responsibility of their education, which they do. The children are taught in the seeing schools, partly by the special teacher. The Board pays 10s, a week, and also pays for the special school books required for the children. That is what the School Board at Sunderland does, and I wish that in any town where there are a few blind, the School Board should be compelled to take

some step in regard to them. I think the London School Board is doing great work for the blind children of London, and I cannot speak too highly of the teaching which the children are receiving there. I have examined them many times, and they stand equal in scholarship to the children of any blind school I know. (Applause.)

Mr. MUNBY: The result which I hoped for is in a fair way, I am pleased to see, of being attained. (Applause.) In the first place, I have to thank Mr. Harris for his words, practical and to the point, as his remarks always are. I carefully used the word "apparent" (that the apparent aim of the charity organisation society), and I rejoice extremely to know that this valuable society, which is doing enormous work, with immense benefit, has no wish to extinguish blind schools as such. That society, as I showed in my paper, has gathered together, at a manifestly enormous cost of time and labour, valuable information, and just the information which some gentlemen in this room are asking for. Mr. Buckle has left the room, in order to see if we have not some more copies of the charity reform papers; No. 3 is a statement on the general condition of the blind, and the best mode of improving their condition, and it explains the duty of Boards of Guardians in this respect. Boards of Guardians may maintain children in institutions like these; and they are not behind hand in this district, having lately added annual subscriptions to the payments they make. The creditable action of the London School Board proves that it is the duty of School Boards to care as much for the education of the blind as of the seeing. (Applause.)

Mr. Harris, addressing Mr. Munby: I am quite sure that you did not wish to say anything unkind, but I could not be in the room without noticing the fact. I did not for a moment think that you had suggested anything of the kind. (Applause.)

Mr. Munby, resuming: The Boards of Guardians in Ireland, I was told last night by Mr. Kinghan, do not appreciate to the full their powers in this respect, and, if I am not wrong about the figures which he mentioned to me, I believe that out of 44 there are only some 14 which really rise to the occasion in the Emerald Isle.

Dr. CAMPBELL: Does that apply to Ulster only, or to the whole of Ireland?

Mr. Munby: I think the whole of Ireland,

The CHAIRMAN: I think it is Ulster.

Mr. Munby: There is in this room, as we have the pleasure of knowing, a lady who is devoted to this work, and who leaves speaking to other people; but it is not fair, when she is so modest, that her ideas should not be brought forward. I have, therefore, great pleasure in laying on the table a paper which Miss Verner has put into my hands. I may say she will privately explain

her arguments in favour of Sunday afternoon bible classes for the blind, which she, with other energetic ladies, has carried on for many years past in London. Miss Verner is here, and will circulate some of her papers. I must thank Mr. Neil very much for his practical remarks, which I think should have weight with the committee, if a committee be appointed by this Conference. I was not a little interested to notice vesterday that a leading paper in the North of England-I mean the Newcastle Daily Chronicle-was anticipating the results of this Conference, and it is an instructive fact that the mere mention of this subject, as the title of one of the papers, is enough to provoke (I may say) a disposition to advocate what I think we are all agreed to advocate to-day. If education is provided for those not affected with blindness, there is a special obligation to give the sightless every advantage which the seeing enjoy. When an important newspaper is prepared to express itself so by anticipation, I may say with hopefulness, I think "something will come of it." In the great county of Northumberland there are those prepared to advocate what we in Yorkshire have been endeavouring to put forward; but when those from the Continent come with an experience such as theirs, and support us in what we are seeking to accomplish, we may feel, indeed, that something ought to "come of it." I cannot find words strong enough in which to express our appreciation of the kind way in which Heer Meijer, more especially, has come to this Conference. He was not in the room the other morning when the Archbishop acknowledged once more that message of welcome. I wish him to believe that words fail our committee to express our appreciation of so much sympathy. And that sympathy comes not only from the Continent of Europe, but from America; this is even more encouraging. It is a great pleasure to me that Dr. Campbell should have opened this discussion; and it is no less a pleasure to me to conclude these remarks with a further allusion to a friend in America, from whose letter I have already quoted, and who gave us his views as to the duty of the Government. He says, in the first place, that the correspondence, which you will find in our report, between our Committee and the Commissioners of Woods and Forests, brings out very strongly to him the difference between our system of Government and theirs, in so far as the question of education of the blind is concerned. It set him thinking, and I hope that the correspondence will set many Englishmen thinking. I shall be sorely disappointed if it does not; but I am greatly encouraged, because it has set foreigners thinking. He concludes, "In reading its history, as given in your little book "-which is admirably illustrated by Mr. Buckle, and which I hope you will all take away-" it has seemed to me that that palatial building has never been as truly ennobled in all its ancient history as now." He "remains, with

sentiments of the highest esteem, Yours sincerely, B. B. Hunton." (Applause.)

Mr. Buckle: I should like to make a proposition with reference to this matter. The first thought I had was that this Conference might appoint a sort of standing committee to look into the question, but we have a body of gentlemen of considerable influence in the country in blind matters, presided over by our chairman, and I should suggest that this Conference passes a resolution that the British and Foreign Blind Association be requested, before we meet again, to take whatever measures they may deem best to influence the Government towards procuring Government inspection and a Government grant for all the Blind Institutions in the United Kingdom. (Applause.)

Mr. Forster: I shall have great pleasure in seconding that. The British and Foreign Blind Association has for so many years past done such excellent service, and has shown itself so willing to enter into investigation which might lead to beneficial results on all points, that I do not think we can relegate this important matter to better hands. (Hear, hear.)

Dr. Armitage: Before undertaking this duty, I think it only right you should know what I consider the only possible lives the Government can take. It is not the slightest use asking the Government to undertake duties which one knows beforehand will not be undertaken. The proper thing is to lay down some line which it is probable, that the Government will accept, and then push that. The only line that I can sec is this—to have a Government inspection for all those schools which may apply for it; that inspection to be followed by a capitation grant according to results. That capitation grant should, I think, be much higher in the case of blind schools than of seeing schools. The expense of conducting the schools is very much greater, and, therefore, the capitation grant should be proportionately higher. Then I think that those schools which are under Government inspection, and who receive a fair amount of capitation grant from the Government, will have a very strong claim to appeal to the Gardner Trustees, or any other body, for a grant in aid of the means of education. I am sure that unless the British and Foreign Blind Association receives a much greater amount of assistance than at present, we cannot hold out any hope of permanently reducing the price of school apparatus. Mr. Buckle alluded to Bannister. Of course the price of these books is very high as compared with the ordinary copies for the seeing; but then, on the other hand, the printed copy is only small, while the Braille copy consists of five large folios. The price is, therefore, much greater. The price is calculated to cover exactly the cost of the paper material, the workmen's wages for printing, and the binding, no more. plates, and everything of that sort, are found by the association.

In arranging this tariff, I have looked rather to the future. I want to arrange the apparatus so that in case of my death, or in case of any change, all may go on smoothly, and things be produced at the same price. If we can get a grant, of course we can produce them at very much less; but that can only be done by a grant. (Applause.)

Herr Moldenhawer: One of the ladies proposes that the resolution should read "schools and workshops."

Mr. Buckle: 1 shall propose to put it, "procure inspection and aid in the education of the blind." Would that include workshops too?

Dr. Campbell suggested the word "training;" and Mr. Neil suggested the insertion of "industrial training."

Dr. CAMPBELL: I think that the line which Dr. Armitage has intimated is the line on which to move. With regard to this inspection, I hope every blind school will accept Government inspection. I trust that every one will be very careful to understand on what lines we accept the inspection. The Government Schools have their standards established. The Government fixed their "red tape" lines, and the children are forced through these in order to pass, so that the school may get the grants. It simply then becomes a matter of "cram," in order to get the grants. Mr. Buckle referred to a school in Glasgow. I am very much interested in that school, being honorary musical inspector of it. Since they have been working for the inspection, it is my opinion that the results are not so good as before. I think the effort which they made to drive their children through the examination necessary to answer the expectations of the inspector has not been so good, and, therefore, when we accept Government inspection, which I hope we shall all accept and all seek, we must accept it on our own lines, and not try to drive them through hard "red tape" lines of standards, instead of giving the blind child's mind a broad thinking power. (Applause.)

Mr. Neil: That was one of the reasons why I suggested that the standard should be formulated by some persons sufficiently acquainted with the capacities of the blind. I might explain that one reason why the Bible is used in the Glasgow Schools as a reading book, is that they use the Alston type, and that it possesses the whole of the Scriptures, and little of other literature. The consequence is that they are almost compelled to use the Bible as a reading book. It may be a great mistake, but it happens to be a fact.

Dr. CAMPBELL: It may be interesting to know that the greater part of the Bible, or rather the plates, are prepared by the association. The books are printed by the Bible Society, and

if you go there you will get them at a great reduction. (Hear, hear.)

Mr. Munby: I venture to suggest that we are rather wandering from the subject. I hope you will believe that I have perfect confidence in the British and Foreign Blind Association; but if you will allow the question to stand over until after Herr Moldenhawer's paper, I think the outcome probably will be that a committee will be appointed. I rather incline to think that this question, and many other questions, should be left in the hands of that committee, because it would be more representative, and, therefore, perhaps more influential than the British and Foreign Blind Association alone. Any suggestion coming from the British and Foreign Blind Association, and backed by a committee (of which Dr. Armitage would be, of course, a member) appointed by this Conference, would have a two-fold importance. (Applause.)

Herr Moldenhawer, Director of the Blind Institution, Copenhagen, then read his paper on

CONFERENCES OF MANAGERS AND TEACHERS OF BLIND INSTITUTIONS.

I have been asked to say a few words about the German and Scandinavian Congresses of Managers and Teachers of Blind Institutions, in all of which I have taken part, with the exception of the last one, which I was unavoidably prevented attending. The first of these Congresses was held at Copenhagen, in 1872, in connection with a Scandinavian Exhibition of Judustry and Art, and was at the same time a Congress of Teachers of the Deaf and Dumb and of Idiots. The first general European Congress of Teachers of the Blind was held at Vienna, in 1873, in connection with the International Exhibition. At each of these exhibitions the blind institutions were represented, but an attempt that was made to gather all objects belonging to blind instruction in a separate section of the Vienna Exhibition led to no result, so that it was very difficult to find and compare all the objects in question. In the summer of 1876 there were two Congresses; first, one at Stockholm, for teachers from the Scandinavian Institutions for the Blind, Deaf and Dumb, and Idiots; afterwards, one at Dresden for the Blind Schools of Europe. A special exhibition of objects from these schools was connected with the latter. In 1878 the general Congress for the amelioration of the condition of the blind and the deaf and dumb was held at Paris, in connection with the Universal Exhibition, in which a certain number of blind schools took part. In 1879 a Congress of Teachers and Friends of the Blind was held at Berlin, and a special exhibition of objects from blind schools was held at the same time. The last Congress and

Special Exhibition of this kind, previous to that of York, was that of Frankfort last year.

These Congresses, at the same time as they are a token of a growing interest in the welfare of the blind, and the other unfortunate beings for whose sake they have been held, have been a means of stimulating this interest among the public. Generally, people know very little about the blind; either they are looked upon as poor dependent creatures, born to be beggars, or as persons able to work, but unable to become perfectly independent and self-supporting. And when it happens, sometimes, that blind artizans are looked upon as persons like their seeing fellow creatures, it often is forgotten that the gaining of independence is far more difficult to the blind than to the seeing, and, consequently, too great demands are made of the blind. In these respects the Congresses have been very useful, as through them a more correct idea of the abilities of the blind, and of the conditions for arriving at good practical results, is brought before the public.

Also the convention of persons from different parts of a country, or from different countries, engaged in the same philanthropical work; the exchanging of ideas and experiences; and the discussion of different questions is very useful; and, while formerly the institutions went their own ways without taking notice of what was done elsewhere, the Congresses have given rise to comparisons and self-criticism.

The Scandinavian Congresses, especially that of Stockholm, have given rise to a growing activity in the interests of the blind. the deaf and dumb, and the idiots. In Sweden two committees have been elected by Government, one for the organisation of the deaf and dumb instruction, another for the erection of a sufficient number of blind schools; and in Norway, in May, 1880, a committee has made propositions for the education of all abnormal children; and in April, 1881, the Storthing (Parliament) has fixed by law that all deaf and dumb, blind and idiot children, shall be educated, and that a period of eight years shall be given to the education of such a child. In later years there also has been done much for these classes of children in Denmark; new establishments have been erected, and others enlarged, and though it cannot be said that this is owing to the Congresses, yet these have stimulated the general interest of the public and of the Rigsdag (Parliament) for the said classes of children, not only during their childhood, but even in their after-life, when they are grown-up persons. What has been done for the blind and the deaf and dumb in Denmark is done in consequence of what has been agreed upon a long time ago. Since 1817 it has been fixed by law that all deaf and dumb children in Denmark should be educated; and, as for the blind, for whom no such law exists, it has been decided in the law of 21st January, 1857, on erection of a state institution

for the blind, that the payment for a pupil shall be fixed according to the income of the parents, and that the children of poor parents shall be received gratuitously; and, as the school built in 1857-58 was not sufficient to receive all qualified blind children of an age above 10 years, it was enlarged in 1879 and 1880, so much that it can now receive all blind children of the said age (about 100). For younger children there exists a preparatory or primary school, established by a society called the Chain.

In Germany the Congresses have led to the discussion of different questions, and we may say that it has been generally acknowledged that blind men who can gain their living by work ought not to be received into asylums or hospitals, but to go out into the world to work and gain their bread; that the education of blind ehildren ought not to commence later than that of seeing children; and that preparatory schools are the best means of taking care of small blind children, and give the best guarantee for a proper treatment; that it is not right to prefer music to the handicrafts, but that in each case the practical result to be gained for the individual is to be looked upon; that it is a duty to let all qualified blind children learn something useful; and that it is not sufficient to let a certain number be received into blind schools while the rest grow up in ignorance. It has been agreed upon that a thorough good education is even more necessary to the blind than to the seeing; that they may become capable to get a correct idea of the world, and to live amongst their seeing fellow-ereatures: that drilling is of the greatest significance for the development of the blind, not only of their body, but also of their character and will; that a literature for the blind ought to be founded; that a common alphabet ought to be adopted by all blind schools; and that the Braille system is best qualified to be generally used, not only as alphabet, but also for music. It has been acknowledged that blind persons who will try to gain their living by their work, ought to be assisted, and that an assistance leading to independence can be given in no better way than by being put in connection with the institutions, where the blind have got their education and are best known; and that the assistance ought always to be given with a practical aim, and with a mutual wish to gain independence as most honourable to the blind as it is to the seeing.

With regard to the question of blind children being educated in common schools for the seeing, I think that all agree that it is only a means to be employed in the absence of something better, since in ordinary schools so much is wanting of what belongs to the first conditions of a good education of the blind. If, in a large town, where there are many blind children, their reception in a common home is considered undesirable, it is preferable to have a special day-school for the blind like that at Berlin. But for the large

number of blind children living in the country and the small towns, it is necessary to have a sufficient number of preparatory schools and institutions, and the necessary means for receiving not only all those who are of the right age for being admitted to an institution, but also those blind children who are not old enough to be received there, and who can not be educated at home so carefully as they ought to be. For those, too, who are too old to be received into a school, there needs much more doing than hitherto has been attempted.

It is to be hoped that the Congresses and the general interest in the condition of the blind awakened by them may occasion the erection of primary preparatory schools, and of institutions for the blind, sufficient for giving all qualified blind children a suitable education; so that no blind man, who wishes to work for his bread, shall be incapable of doing it for want of the necessary assistance from his fellow beings, from the community, and from Government.

In concluding, I have only a few words more to say. This Conference, the first one of a universal character in the interest of the blind held in England, as well as the exhibition connected with it, seems to me to be a very successful one, and I am extremely thankful of having received an invitation to it. I am glad to have become acquainted with the hearty hospitality and straightforward kindness prevailing in this venerable old city, and of taking back with me to my native country most agreeable recollections of my visit.

Dr. Campbell: In regard to Conferences for the Blind, the good of them depends almost entirely upon the spirit which prevails in them. With regard to future Conferences in England, I certainly think great good will come of them. So far as the Normal College is concerned, we shall be delighted to open our doors, and to make everything as comfortable and as pleasant as possible whenever the Conference chooses to meet there. I know I am safe in saying that you will have a hearty welcome. I take this opportunity of saying so; and, moreover, I think it would be well if those who sympathise with our work, and if the various educators of the blind should become members of our general council. We should receive them most heartily. (Loud applause.)

Mr. Hall: I should like to ask, what entitles a person to be a member of the council?

Dr. Campbell: Being interested in the blind, and simply desiring to promote that interest. We do not require any subscription whatever. Of course we want them interested in the blind, and we should be sorry to have anyone join for any other reason. It is the unanimous wish of our entire body that the managers of schools should become members of our general council.

I do not say we are not glad to get subscriptions, and, if you will, you may give them, but you are not obliged to do so.

Mr. NEIL: I am sorry that I should appear to be intruding on the time of the meeting, and yet I should like that this subject, which has been so ably treated by Herr Moldenhawer, should have some practical issue. My own impression is that we are not able. in our country, to have Conferences that really would be useful and attractive once a year. I think that we might have Conferences once in three years, when we should be able to ripen thought, and to produce something new, interesting, and attractive. (Hear, hear.) In order that there may be a sort of continuity of life between every Conference, I think it would be a good thing if we could manage to initiate something which would give "a local habitation and a name" to such things; and, therefore, I would suggest that this Conference should appoint a series of committees. I think we might manage two committees, one each for educational and industrial requirements. There are persons who are well adapted to work and to take into consideration all matters regarding educational affairs, who might not be quite so ready or able or willing to put themselves much about in regard to the industrial department. There are those, who are much interested in industrial concerns, who are not so directly called upon to eonsider the educational question, and hence I think it would be better, perhaps, to have an educational and an industrial committee, the names of which I have no doubt Mr. Buckle will suggest to this Conference. I would then ask that these two committees be joined, in order to form a third committee, a substantial committee, a committee which would continue the existence of this Conference to our next meeting. The idea I have is that the educational committee should take charge of all the questions connected with education, educational apparatus, books, and that sort of thing, and the formulating of (possible) standards. The industrial committee should look after the trades best suited for the blind, the machinery which is required, and the agencies by which the industries of the blind might be extended and made profitable. Then these two committees together should consider the question of state aid, and they should be prepared, separately and conjointly, before the next Conference, say three years hence, to bring up a report, which should be the foundation of our proceedings during that Conference. In this manner all the practical suggestions that could be got would be presented to the Conference in a compact and valuable form.

Mr. MacLagan: I do not know whether this is the time to ask it or not, but I am anxious to know if there will be any official report of this Conference published?

Mr. Buckle: I believe it is the intention of the committee

of this school to publish a full report. We have engaged a short-hand-writer to take verbatim notes. (Hear, hear.)

Mr. MacLagan: I think it would be a very useful thing, because there are some people here who are from districts where they have very little means of getting any information at all about the blind, or of the working of institutions. I think also that if that report also embodied a sort of directory, and also a sort of trades' directory, it would be a great advantage to people in out-ofthe-way districts. It would give people who desire to learn how to start an institution, an opportunity of being able to start in a practical way. In our district we had a great deal of difficulty. There was no place near where we could get any information at all on the subject. The consequence was that we had to labour for a long time in the dark; and it was only through the kindness of Mr. Harris and Mr. Martin that we got into the proper way of working. I am glad to say that we are now in a fair way to prosperity, and in a fair way of working the institution as it ought to be worked, on purely commercial principles. (Applause.)

Mr. Hall: One of the ladies has asked me to suggest to the Conference that the meeting should be held once in two years instead of once in three years.

Mr. Buckle: That is one of the questions that we might settle. Do I understand you to make a proposal?

Mr. Neil: I prefer taking the sense of the meeting; but I am quite prepared to move.

Mr. Buckle: Some one should make a proposition; first, as to the time, and secondly, as to the place.

Mr. Hall: I think three years a very long time to look forward to, and I, therefore, think that the next Conference should be held in two years. I would not lay down a rule that it should be three years. I would suggest, with the concurrence of Dr. Campbell, that the meeting should be held at the Norwood School. One thing, I think, will be necessary in regard to the committees, and that is that there should be some place of meeting. Although the committees could not meet frequently, they would have to meet at certain times, and there should, therefore, be some central place where they could meet. Of course some work could be done by correspondence. I think it is also necessary to decide upon a convener of the committees; and, if possible, to name the time of the meeting. It is very desirable that these three points should be considered.

Heer Meijer: I do not wish to interfere in the least with the proposal just made, but I should like to inform the previous speaker, if he does not know, that in 1885 there is to be a European Congress, in the interests of the blind, at Amsterdam. We have had such meetings in different places in Europe, and Amsterdam has been appointed for that year in the month of July, to receive the different teachers, managers, and directors, and other persons who are interested in the blind. We should be very sorry if you have a Congress at the same time. (Hear, hear.)

Herr Moldenhawer said that he had no doubt that many Englishmen would attend a Congress at Amsterdam.

Mr. Buckle: I should certainly like my English colleagues to have an opportunity of going to Amsterdam. I can promise them, as far as the city is concerned, a great treat, and they can get from Hull to Amsterdam and back for the small sum of one pound. One of the things from which great benefit can be derived at these Conferences is the exhibition of work, and I know that there will be many things which will be of valuable interest to us. Those who make up their minds to go to Amsterdam will certainly reap great advantage from the exhibition which will be held in connexion with it. I hope we shall be able to avoid holding our meeting in the same year.

Mr. Nell: I do not see any difficulty, because we might work with the Amsterdam Conference.

Mr. Buckle: Do you mean that we should have two Conferences in one year?

Mr. Neil: No; simply that our Conference should be an English section of the Amsterdam Conference. We could report and discuss amongst ourselves, and we might also give a statement of the education and industrial training of the blind in England to the Conference at Amsterdam. This being reported and circulated amongst us, would serve a great many purposes of the Conferences.

Herr Moldenhawer: I think congresses should not be held too often, because people get tired of going to them. It is necessary that there should be a certain number of persons present, but if the Conferences are held too often the number of those who take part will be very much diminished. I, therefore, make the proposition that the next English Conference should be two years after that at Amsterdam,

Mr. Buckle: To bring the matter to a point, I should like to propose that the next Conference be held in three years' time.

Dr. Campbell: I second that motion, because I think the proposition, that we should have an English section at Amsterdam, will not answer our purpose. We want to get a full representation, if possible, from Great Britain and Ireland, and I believe the time will very soon arrive, when we shall be able to do something with our Government. I do not think, however, that the Government.

ment should be forced. We should move wisely, quietly, and well. I have been acting in that direction recently. I might give you some information which would be encouraging, but, on the other hand, I think it would be better for me not to do so. I believe the Conference should not be put off too long, because there will be subjects which will certainly be promoted, and we ought to have discussion on them. I think that the time of the next meeting should not be beyond three years. If it is put off too long, much work will be thrown on the hands of the committees. So far as the industrial training is concerned, the suggestion made by Mr. Neil as to the appointment of a committee is a good one. If the next Conference is held in two years' time it will interfere with the Amsterdam Conference. It may be said that I am trying to get something done for the Norwood School, but I can assure you that whatever I am doing in connection with the Government is in no way connected with the Norwood School, Any action of the Government must include the blind as a class, and not one school only, (Applause.)

Mr. Hall: I should not like, of course, to interfere with the Amsterdam Congress, but if we met there, we could not expect so large a number of English representatives to be present as if held in England, because some of us do not understand much German, and because Amsterdam is more difficult of access. I would, therefore, if the lady who suggested it will allow me, witdraw my proposition to hold the next Conference in two years.

The CHAIRMAN then put Mr. Buckle's motion to the meeting, and it was carried.

Mr. Buckle: In order further to expedite matters, I have great pleasure in moving that we accept the invitation of Dr. Campbell to hold the Conference at Norwood. I am quite sure that we shall see things there that will interest all of us; and Dr. Armitage has done so much for the blind in England, and has the good of the Norwood College so much at heart, that I think we should be paying him a compliment if we accept this invitation.

Mr. McCormick seconded the resolution.

Mr. Meston: I have an amendment to propose, that the meeting be held in Edinburgh.

Mr. Buckle: It would be unwise to decide upon Edinburgh before receiving an invitation to go there.

Mr. Meston: I have no doubt that Mr. Martin would be glad to have us; but, on second thoughts, I will withdraw my amendment. (Laughter.)

The motion was then carried unanimously.

Mr. HALLETT: I should like to ask the reader of the paper,

if in Denmark or on the Continent the Government support workshops apart from asylums and places of instruction?

Herr Moldenhawer: I think there is nothing of that kind done. There are asylums for the blind; for instance, there is still one in Vienna. Mr. Hallet speaks of workshops where the blind go to and fro. We have one of that kind at Copenhagen, to which the Government gives assistance; but I do not know that that is the case in any other country on the Continent. It may perhaps be done in Amsterdam.

The CHAIRMAN: I think we are wandering a little from the question.

Mr. Neil: I suggest that we arrange for the appointment of committees. If you would pass a resolution that educational and industrial committees should be formed to discuss together the question of State aid, then we might possibly, through the kindness of Mr. Buckle, be able to decide upon the persons who shall compose these committees.

Mr. Humphreys: I rise to propose that each of these committees consist of three persons.

Mr. Hall: I think that the number named by the geutleman who has just spoken is too small. From various causes members of committees are not able to attend meetings at times, aud, therefore, I think that there should be a larger number than three. (Hear, hear.)

Mr. Humphreys: I have never found committees of large numbers to work well, and I think it would be best to appoint committees of three, with power to add to their number, in case anyone should not be able to attend.

Mr. Hall suggested that the committees should each consist of five. He said: The members of the committees will be resident in various parts of the kingdom. I, therefore, think it is important that you should have a strong committee to represent all the different interests. (Hear, hear.)

Mr. Maclagan: Is it necessary to have one at all?

Mr. Buckle: The proposition which I made, and which Mr. Forster seconded, has not been withdrawn. It was that we should work through the British and Foreign Blind Association. There is also before the meeting a proposition of Mr. Neil, that we should work through these standing committees appointed by the Conference. If the feeling of the meeting is in favour of the committees, my proposal falls to the ground. I think we had better settle this matter first. Dr. Armitage can easily tell ns who are the most active members of the British and Foreign Blind Association, and we can put their names ou those committees.

Mr. Nell: I do not wish to bring any opposition to bear at all. I think that the matter referred to might very well be carried on by both the British and Foreign Blind Association and the Committees. The action of the former might easily be considered by the latter, and they would not come into collision at all. What I wanted to do was to secure a continuity of existence to the Conference. This would really give birth to a series of Conferences. (Applause.)

Dr. Campbell: I think that the object which Mr. Neil has in view, with regard to the continuation of the Conferences, is not identical with the great interests which we are trying at this moment to promote in connection with the Government. Mr. Buckle's motion is wise and judicious from many points of view. It would be very difficult to appoint a representative committee which would be so scattered that it would be difficult to meet, whereas the Association meets regularly every month. Dr. Armitage is really the spirit of the Association, and he has a position which no other mau in the country has, and I believe which no other man in the world has. He is working for the blind in many ways. He is equally interested in the industrial and the educational training of the blind. It seems to me that we could work in harmony with the movements of the Association. I was delighted when Mr. Buckle made the motion, and I believe we shall accomplish more good in that way than by trying to appoint a representative committee for the purpose. I have no objection whatever to the appointment of a committee to arrange what addresses shall be delivered at the next Conference; but for this special work which we have in hand, I believe it would be wise to adopt Mr. Buckle's motion. (Applause.)

Mr. MESTON: I wish to second Mr. Neil's motion.

The CHAIRMAN: The amendment is that standing committees be appointed by this Conference to settle matters relating to the education and employment of the blind. I should like to put it to the meeting.

Mr. Hall: I should like to say one word. I understand that the Committee of the British and Foreign Blind Association is composed of many men of great influence, some being connected with the Government and some with the Opposition. If the amendment of my friend, with reference to the appointment of standing committees, is carried, I think that they should report to the British and Foreign Blind Society, and act entirely in conjunction with them. We must not throw over the help of a society which is so powerful, and which has such large influence. There is no reason, I think, why a committee should not be formed to collect information, which might be more easily done by these committees than it would be by the Society in London,

whilst they could report from time to time to the British and Foreign Blind Society.

Dr. Campbell: I think that the information which I gave with regard to the Government was not quite understood. I made the remark that members of both parties had already been approached, and I am able to say, from coming in contact with them, that the movement through the Association is the best way to get at them.

Mr. Maclagan thought it would be wise to discuss the other suggestion, coupled with Mr. Neil's motion.

Mr. Buckle: I hope we are not going to have another discussion. I hope we are going to vote. (Hear, hear.)

Mr. Hall: Is it understood that the committees should report to the British and Foreign Blind Association?

Mr. Buckle: I do not see why the members of the British and Foreign Blind Association should not be on the Committee.

Mr. Neil: Do you not think that if Dr. Armitage were himself on the committee, that he would carry a large portion of the influence and weight of that institution—(applause)—and that, therefore, there ought to be no opposition between the two at all. We should agree to work harmoniously, and these committees might work with and through the British and Foreign Blind Association. (Applause.)

Mr. HUMPHREYS: Will the committees be elected for all future conferences, or only for three years?

Mr. Forster: I should think it a great pity that Mr. Martin or Mr. Buckle, or any gentleman well instructed and powerful in the matter of industrial training, should be lost to your committee by the fact of its working through the British and Foreign Blind Association. It would be the best way, therefore, if we could harmonise the two motions, because the services of Dr. Armitage should be secured.

The CHAIRMAN: I think I ought, perhaps, to explain my views on this matter. I do not at all wish either for power myself or for the Association of which I am the secretary. That is not our object at all. But I do sincerely wish for the best means to be adopted for the general good of the blind. In anything that I may say, I hope you will consider that I am entirely actuated by that motive. There is an old fable about the serpent with many heads and the serpent with many tails. The serpent with one head and many tails got through a hedge, when the serpent with many heads and but one tail stuck fast. (Laughter.) I think, therefore, that in all general work in which we move to approach the Government or public bodies, it is well to have a compact organization. That was one reason why I was glad to

hear Mr. Buckle propose rather that this work should be done by the British and Foreign Blind Association, than by these standing committees. It is perfectly possible; it is quite easy to harmonise these two propositions. The fact is that the leading men, both in the education of the blind and in their employment, are already members of the general council of the Association. The leading men in this room are members of the council, and it is perfectly easy for any other, whom it may be considered desirable to place upon these committees, to be placed on our general council. Then you have a central office in London, You have a central organization, which is already very well known, and has done good work amongst the blind; and I think that out of this council we could get all the work that we want. You have a central meeting place. Whenever the committee wishes to meet, you go up and meet in London, and the whole thing can be well organized, because an organization already exists. Therefore I think, myself, that the wiser plan will be to work through the Association. At the same time I know it will give me a good deal more work-and already I have more than I can get through—but still, we shall be able to enlarge and to get assistance. That is my idea of working it. If the mover of the amendment and the mover of the general proposition can agree altogether to unite, so much the better. Mr. Buckle suggests that the British and Foreign Blind Association should appoint a conference sub-committee, but I think the best way for me to answer that, is just to read over a few names of gentlemen who are on our general council, and who, I have no doubt, are in this room, and would be happy to There is Mr. McCormiek, from go on such a committee. Manchester: Mr. Pine, of Nottingham; Mr. Carter, of Sheffield; Dr. Campbell, and Mr. Harris. Mr. Forster was a member until quite recently; and we shall be most happy to elect any gentleman who this committee would select, to come upon our general council as a conference committee. (Applause.)

Mr. Hall: After the explanation Dr. Armitage has given, it seems to me it would be better if the British and Foreign Blind Society would undertake to move in the matter of securing Government aid. And as all those gentlemen who are deeply interested in the welfare of the blind could become members of the Society, and would, I have no doubt, be put upon the subcommittee which has been proposed to be appointed, this plan would, it seems to me, answer all the purposes of Mr. Neil's proposition.

Mr. Neil: There is just one single element that seems to me to be wanting in that. I have the utmost confidence in the Association, but it wants the element of giving continuous life to this Conference. That is the only element that I see wanting, and I think, myself, that if this motion were carried, it would be

best to leave the nomination of the members of this committee in the hands of such a number of gentlemen as Dr. Armitage, Mr. McCormick, and Mr. Buckle, who could bring up the names in the afternoon. These committees could really work with and through the Association, and yet be responsible to this Conference. (Applause.)

Mr. Buckle: There are two matters I should like to mention. The Dean wishes me to apologise for not coming himself in person to say good bye to the members of the Conference. Secondly, through a little forgetfulness on my part, I am afraid we shall be as late at luncheon as we were yesterday. Our luncheon will not be ready until nearly two o'clock. How would it be if we could have one of our afternoon papers read now, and sit until half-past one?

The Chairman: I think it would be very desirable to do so, and I should like this matter, which is a serious matter, to be well considered. If it can be deferred until the afternoon, when I am not in the chair, I should very much prefer it. I do not much like to add the weight given by the chair to a matter of this sort. I think Mr. Buckle's suggestion will be a very good one, namely, that we should go on with one of the papers at present, and then, having thought and talked this matter over, we could come to a decision this afternoon. (Hear, hear.)

Mr. Neil: If you will allow me now, I would say that it would be advantageous if we could agree to petition the "Woods and Forests" to free this Institution.

Mr. Buckle: The "Woods and Forests" cannot do it without an Act of Parliament, so that petition would be useless.

The discussion was then deferred until the afternoon,

Mr. Wood, Superintendent of the Blind School, Sheffield, read a paper on

AMUSEMENTS FOR THE BLIND.

It may seem trivial to devote even the short time required for reading this paper to such a subject as the amusements of the blind; but when we consider how important to our health, wellbeing, and we may almost say very existence, are those intervals between the periods of work or study, and how much of our social happiness is derived from this source, I think no further apology will be required.

The peculiar condition of the blind child tends to isolation; although the extent of their separate life depends much upon their family surroundings.

Some foolish parents seem to think that their blind child should be petted, spoiled, and in fact treated like something made of glass, thus making its future education and physical training very difficult to the teacher. A few parents encourage the hrother or the sister to take the little blind thing with them and join them in their play. I need not tell you that this will be the child who will afterwards excel in the school and workshop.

The mixing of the blind and seeing in their amusements is, of eourse, good, perhaps for both, at any rate for the blind. The normal condition of both, however, seems to render this mixing somewhat difficult.

The seeing will become impatient at the hindrances to their sport by a blind companion, and the blind boy will become discouraged at the difficulties he occasions, or fancies he may occasion, and prefer to go his own quiet way to that of even seeming dependence upon others.

The general tendency of blind children, from their state of isolation, is to be extremely precocious, and when we get them into our schools they certainly give themselves more heartily to their studies than seeing children do. There can be no doubt that the progress of our blind pupils is much more rapid, as a rule, than children in ordinary schools. They generally come to us with an evident intention, and thorough appreciation of the fact, that they have come to learn.

We are, therefore, not surprised to find that the greatest pleasure we can give many of our pupils is to allow them to retain their Braille frame, arithmetic board, or even embossed book, out of school. If they are not allowed this, and are left to their own resources, the normal condition will be to have a blind companion linked on either arm, or more if there is room, and to tramp, tramp, backwards and forwards, till the bell rings for school or dinner. During this march the tongues wag furiously, and it is curious to see in what a summary manner any obstacle is removed which may happen to get in their way.

Then the first step towards improving their relaxation is to eneourage them to do all their tramping in the open air. Walking is at any rate a healthy exercise; and to promote this, our grounds should be provided with good paths. It is not much use endeavouring to make them broad enough, because they will only have a larger number linked together. As at the Normal College, it is a good plan to lay down a few boards where there is a turn in the path, so that they may instantly feel when they arrive at the spot, and turn accordingly.

The next step is to promote systematic walking. The paths should be measured, shewing how many times round the playground they must go for a mile. A book may be kept in which to record the distances walked. To prevent the temptation of giving in-

correct distances, they should walk in clubs or elasses, and, of course, prizes should be given.

We must next mention the gymnasium, which is a healthy and at the same time a taking amusement, especially the swing, climbing ropes and poles, horizontal ladder, &c. With a little instruction at first, all this will be duly appreciated and enjoyed. They may require to be cantioned against being over venturesome. They are, however, pretty careful; and although they will mount to the highest point, going up one rope, lay on the top beam, crawl along, and down another rope, it is extraordinary how few accidents occur—in Sheffield we have had none worth mentioning.

There is a strong tendency in the blind for in-door work and play. This, of course, must be preached against, and out-of-door games encouraged. There are plenty of games played by the seeing which they can easily enter into, and need scarcely to be mentioned. Such as leap-frog, touch, and other games where the muscles are well brought into play. The best way of promoting such games as these is to allow a seeing boy to come and play with them.

Another source of pleasure is a bit of garden. This should be greatly encouraged. It is a healthy occupation, and the gratification felt in the preparation of the ground, in sowing or planting, and in watching, by means of the touch, the growing and development of their green treasures, is immense; not mentioning the eventual bringing in of their plate of salad, which is a sight worth seeing. This relaxation is important, too, on account of its intellectual training.

Another source of amusement, especially to the girls and younger boys, is the Kinder-garten games. These can be taught in the schools, but they will soon be appreciated, and will then pass into the other class. The pigeon house and the windmill are favourites. In the former the birds flutter their wings and fly about to perfection, and in the latter the arms of the windmill are kept pretty regular and equidistant.

The drilling may be utilized by calling it soldiers. In this, as well as in other things mentioned, its acceptance as a game depends much upon the way it is introduced and encouraged. Of course it must be made amusing, or it will be looked upon as lessons.

Where there is a shallow pond, as at the Normal College, rowing must be a grand sport. This would be a great attraction to the boys at Sheffield I am quite certain

Although indoor amusements are not to be compared in value with those suitable to the open air, they need not be altogether neglected.

Music is, in most cases, the first and greatest amusement indoors, but this is so well understood that we need not enlarge upon that subject here.

Cards may, perhaps, be used to advantage. They may be constructed of two thicknesses of cardboard fastened together, one having characters cut out, so that they would be indented and easily felt. The usual games may thus be easily played where considered desirable; also other card games conveying information, or testing the pupils' knowledge in history, geography, &c.

The ordinary dominoes can easily be played at. Perhaps it is better to make the dots more deeply indented, as it is desirable to make them felt as easily as possible.

Fox and Goose, La Solitaire, and other games of this kind may be made available by using boards slightly modified to suit their special case.

This brings me to what I consider to be the chief of indoor amusements—the royal game of Chess. This is suited to the blind, I think, more than any other, requiring, as it does, such a power of concentrating the thoughts—a power which they generally possess in an eminent degree—and of combining the diverse moves of the different pieces, so as to obtain a strong attack or defence. All that is required in the modification of the board is that the black squares should be raised; and that the pieces, which may be of the ordinary shape, should be constructed on the statu quo principal, with pegs to fit into holes in the board; and that the black pieces should have little knobs at the top, to distinguish them from the white. In 1844, being then master of the School for the Blind in Queen Square, Bloomsbury, afterwards removed to the Avenue Road, Regent's Park, I constructed boards of this kind, and was very successful in teaching my blind pupils to play, 1 had the pleasure of receiving a medal in recognition of the usefnlness of these Chess boards, from the Society of Arts.

I remember five boys in the school about that time who became pretty strong players. These five boys, in after life, became known, probably to some present, for their usefulness, either as teachers of the blind, or promoters of any scheme for their benefit. With your permission I will name them. The first was Mr. W. H. Levy, who, with Miss Gilbert, originated that valuable institution in Berners Street, Oxford Street, and for many years directed its operations. Next, Mr. Farrow, who was for many years, and I believe is now, the teacher of brush-making in the same institution. Then Mr. George Pritchard, collector or traveller in the same place. Then Mr. James Shaw, printer or compositor of the embossed books at the school in the Avenne Road; and also Mr. Allen, assistant master or teacher in the same school.

At Sheffield, where our pupils are mostly young, we have four or five who play very tolerably. Two of them I have brought with me, and should be very pleased if any of the gentlemen present will engage in a battle with them; or perhaps some of the blind lads of this place, or elsewhere, would like to show their skill. Two of our lads played a game lately with Mr. Bird, of London, and although they were of course beaten, Mr. Bird complimented them on their play.

Many persons have said to me, "No doubt they could play as Mr. Blackburn and others do, without seeing (or in their case feeling) the board." No doubt they could be trained to do this, but I am not sure whether it would be advisable to do so. I fancy it is too great a strain upon the mental powers of the young. The early death of Morphy, the great blindfold chess player, is generally attributed to this style of play. I have, therefore, not encouraged it. At any rate, it should not be practised till the pupils are advanced in age and have thoroughly mastered the intricacies of the game.

I think I have brought my remarks pretty well to a close. I am aware I have left much unsaid which might have been profitably brought before you, but I have only designed this paper as a nucleus, round which many valuable suggestions will be gathered. I have come here to learn, and hope to take back with me much valuable information on the subject.

Another reason for brevity is that there are so many games played by the seeing which will at once recommend themselves to the intelligent teacher, and require but slight modification to make them suitable.

I would remark, before closing, that games where the sense of sight seems absolutely necessary, or where great modification is required to enable the blind to play at them, should be used with much caution. We hear of the blind playing at cricket, and of dancing, &c., but we must remember that there is just a little danger of ridicule if anything beyond their powers is attempted; and the blind are very sensitive. Anything like exaggeration, either in their amusements or in the trades selected for them, or in the description of what they can do, should be carefully avoided, teuding, as it does, to raise them artificially to a height from which they must necessarily fall when left to their own resources, leaving behind a feeling of failure and disappointment.

Mr. Hall: The members of the Conference will have an opportunity of reading this paper, and profiting by it, in the publication of a report of the Conference, which I am so very glad to find the committee of this institution intend to publish.

Mr. Forster: I should like to add to the list of amusements mentioned an experience we have had at Worcester. Our blind

boys there enjoy nothing so much as sports. One of the sports there is walking on stilts, which, however, are not very high. The boys obtain great dexterity with them. We have also taught them to play at balls and skittles. They play at cricket as well, and the way in which they enjoy it would really please you to see. They sometimes prolong their cricket into the dark. I quite sympathise with Mr. Wood when he says that the blind derive the greatest pleasure from playing. He does not go so far as I do, however, when I strongly insist upon the family principle, that is, the bringing up of a blind child with seeing persons, and amongst associations of that sort. We cannot too strongly insist upon the mixture of seeing boys with blind boys, in order to break the monotony of the isolation of the latter.

Dr. Campbell: There are two points I should like to refer to, one is in regard to card playing. I believe I am very particular in regard to such things, but it is a question with me whether there are not many blind people who, if they learn to play cards, will, at some time or other, drift away, and go to play under circumstances not desirable for them. Then, too, card playing leads, in many instances, into something more than amusement. I mean that it takes up a great deal of time that might be better spent. I mcrely ask whether it is a good thing to encourage it in blind schools? Dancing, which Mr. Wood refers to, I consider one of the most excellent amusements for the blind. We always encourage our dancing classes, and our pupils have great pleasure in dancing. (Applause.)

Mr. Wood: Do the girls dance with the girls?

Dr. CAMPBELL: Oh, certainly; but the one who represents a gentleman rejoices exceedingly.

Mr. Buckle: I beg leave to move that no further discussion

take place until the afternoon. (Applause.)

The meeting then adjourned until the afternoon, when Dr.

ARMITAGE again presided.

Dr. Roth, Hon. Secretary of the Association for the Prevention of Blindness, and for the Physical Education of the Blind, read a paper on

THE PREVENTION OF BLINDNESS.

Owing to the kind invitation of the Hon. Officers of this Conference, I am permitted to address you on a subject which was not mentioned in the original programme. Although many of those present have devoted all their energies, and I may say their lives, to the improvement of the condition of the blind, and to their moral and intellectual education, they will still agree with me that it is desirable to reduce, if possible, the number of blind to the minimum; hitherto the public in general, and even the majority of medical men, have not been aware that blindness prevails to a

much larger extent than is absolutely unavoidable. Some eminent teachers of the blind, and Managers of Blind Institutions, as, for instance, Mr. Buckle, of the Blind Institution of this city; and Mr. Moldenhawer, the Director of the Royal Blind Institution in Copenhagen, many years ago pointed out that the inflammation of the eyes of the new-born causes a large percentage of blindness amongst the pupils of all Blind Institutions; and Dr. Reinhard has published a table of 22 Blind Institutions, with 2165 inmates, of whom 658 were blind through the ophthalmia of infants, that is on an average of 40 per cent. One Institution is mentioned with 60 per. cent., another with 50 per cent., while two others have only 7 and 8 per cent.

It is a known fact that this disease can be prevented, and that it is perfectly eurable; thus you have a proof that the misfortune and misery of 658 persons in the 22 Blind Institutions might have been prevented—that the extra labour and expense of educating blind children might have been saved.

After these introductory remarks I shall proceed to the practical part of my paper. In order to prevent blindness it is necessary—

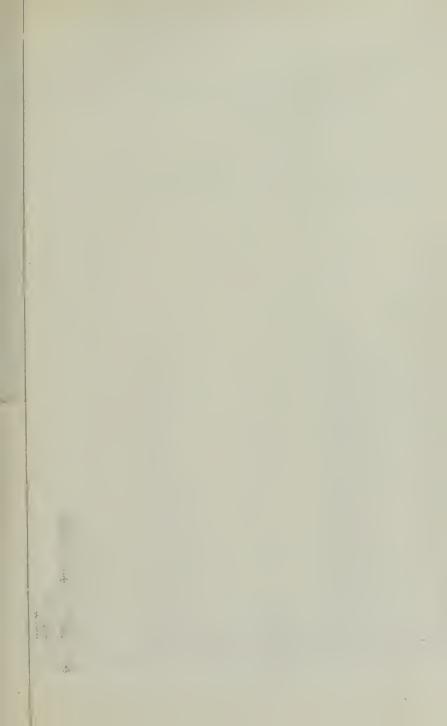
- 1. To study and to know the causes of blindness.
- 2. To inquire whether these eauses can be prevented, counteracted, or removed.
- 3. To name the practical means for preventing blindness.

As the time allotted to me is very limited, I have preferred to make some notes, and to give you a kind of bird's-eye view of the whole subject.

This large diagram is copied, and ten times enlarged, from a table published by Dr. Magnus, Lecturer on Ophthalmology at the University of Breslau.* I had it coloured in four different tints, to enable you at one glance to observe the various groups of causes producing blindness in 2528 cases, which have been minutely examined, observed, and published by nine oculists; but it is Dr. Magnus's merit to show them graphically. The various groups of causes of blindness are—

- 1. Congenital Blindness, coloured black, sub-divided in ten parts, which cause 3.83 per ecnt. of blindness.
- 2. Group coloured red, sub-divided in fifteen, represents the various diseases of the eyes, or rather of the constituent parts of the eye, causing 67.07 per cent. of blindness.
- 3. Group colonned brown, divided in four parts, represents the accidents and injuries, which produce 10.72 per cent. of blindness.

^{*} Dr. Magnus has kindly given permission to insert his diagram, which will be found in the *Appendix*, as coloured by Dr. Roth.





4. The last group, sub-divided in 23 parts, coloured green, represents the diseases of various parts of the body, causing 18.07 per cent of blindness.

You observe the numbers on each line of the diagram, which show the percentage of every one of the 52 single causes.

Thus, in the first group, with 3.83 per cent., the first column shows that absence of eyes and *shrivelled* or undersized eyes cause 1.06 per cent., while the smallest column causes 0.03 per cent. This group represents the various forms of blindness with which infants are born.

Many of these forms are hereditary, or the effect of consanguineous marriages, or of mental impressions of fear, fright, and anxiety on the mother; but many cannot be assigned to any previous cause. We know that congenital blindness occurs in such cases when both parents have been quite well, and where neither heredity, nor consanguinity, nor a precisely mental impression can be found to account for the various forms of congenital blindness.

Regarding heredity, I shall mention a few facts; in 21 marriages, in which one of the parents was blind, there were amongst 49 children 8 either blind or had some defect in the eye. This is about 16.3 per cent.

Dr. Daumas, in Paris, found amongst 1168 blind, 68 hereditary blind, or 5.8 per cent.

Herschel has known a man with rudiments of the iris in both eyes; 3 of his 12 children were born without an iris.

Stratfield mentions a mother who had cataract in her second year: 5 out of her 8 children had cataract in infancy.

Meyershausen speaks of a microphthalmus (shrivelled eyc) which continued in three generations.

Cunier has known a family in which, since 1637, that is for 246 years, spasmodic oscillation of the eyeball is hereditary: 125 members of this family have been suffering from it.

Magnus mentions the case of a mother with inherited retinitis pigmentosa; 3 of her 4 children had congenital amblyopia (dim sight).

These few examples are a proof of hereditary congenital

Regarding consanguinity, an American committee of medical men found in 893 marriages amongst members of the same family, 40 per cent, of the children to be deformed or diseased; therefore it is probable that congenital blindness might be produced by a similar cause.

Regarding the violent and sudden mental impressions of a depressing character during pregnancy, I cannot give special statistics. My object is merely to show that even congenital blindness can be accounted for in various ways.

In the second group, representing the idiopathic diseases of the eyes, with the immense percentage of 67, you observe amongst the 15 sub-divisions not less than seven columns with a percentage of $4\frac{1}{2}$ to almost eleven: the purulent inflammation of the new-born has the first place, the same complaint amongst adults occupies the second place, glaucoma the third, the inflammation of the iris and choroidea the fourth, diseases of the cornea the fifth, waste of the optic nerve itself the sixth, and detachment of the retine the seventh place. Many of the diseases in this group are preventable and curable, therefore the blindness which they cause can be considerably diminished.

In the third group of blindness by accidents, 10.72 per cent, the first column represents accidents to the eyes; the second, unsuccessful operations on the eyes; the third, injuries to the head: and the fourth, the sympathetic inflammation of the eyes, which is the inflammation of the second eye in persons who have lost already one eye either by disease or accident. I shall mention some of the causes of accidents and injuries.

DR. SEIDELMAN'S TABLE OF CAUSES OF TRAUMATIC BLINDNESS, IN 233 CASES.

2411121	1200,	THE SOU CAULD.
IN WAR:— Fragments of projectiles Musket balls	5 13 — 18	From a horse ,, a scaffol On the stone p In cut grass On fragments o
Small pieces of iron (lock- smiths and smiths) Explosion Small pieces of wood (wood choppers) Small pieces of straw and	22 9 8	Through a Kno Against a door Other objects in Blow of the hor
grain (during harvest) Sparks from a railway engine Blow with the lower part of a musket	3 1	Through a Blow Bodies piercin Fragments of
(medical man) Sharpening millstones Chopping of ice Meat and bone chopping (butcher)	1 4 1	of wood Stones Sparks and soot Branches of a t Cork of beer bo
Through Fall:— Down the staircase From a cart	5 5 2	Shot

200 CABES.	
From a horse, a scaffold On the stone pavement In cut grass On fragments of pottery	1 2 2 2
	15
THROUGH A KNOCK:-	
Against a door	4
Other objects in the dark	5
Blow of the horn of an ox	3
Kick of a horse's leg	1
· ·	_
	13
Through a Blow and Foreig	N
Bodies piercing the Eye.	
Fragments of little pieces	
of wood	15
Stones	12
Sparks and soot	4
Branches of a tree	7
Cork of beer bottle	3
Shot	1
A bar of blind	1
Injection of Logroin	1
	_
	44

Burning by Lime	By Thoughtlessness and Mischievousness:— Throwing oak-apples . 1 ,, picces of wood . 2 ,, potatoes 1 ,, stones 2 ,, hammer 1 ,, other objects . 2 ,, a pole 2 Stroke of a whip 2
with powder 3 plugs of small mortars 3 With a compass circle 1 With a rope 2 39	THROUGH RUDENESS AND MALICE:— Blows with a stick 3 ,, ,, the fist 10 ,, ,, a bottle 1 14
	INJURIES AND ACCIDENTS LINDNESS.
In 71 men. IN VARIOUS TRADES:— Various substances piercing the cye 21 Perforating—sharp instru-	By Explosions:— Of percussion caps 4 Gunpowder 2 6
ments	In 19 women.
By Malice:— Throwing stones 3 Blow with the fist 5 Stroke with a whip 3 Stab with a knife 10 ", ", a manure fork 2	Foreign bodies, piercing the cyc
,, ,, & manure lork 2	10
ACCIDENTS:— Kick with a horse's hoof 2 Injury with a pen-knife (in child's play)	MALICE:— Blow with the fist 3 ,, ,, a fork 2 ,, ,, a knife 2 Throwing a glass 1 Burning with lime 1 9
Fall towards a pane of glass Scalding with boiling water 1 IN WAR:— By splinter of a projectile By a stab with a bayonet 1 2	Thoughtlessness: Picreing of explosive caps 6 Gunpowder explosions . 3 Injuries with a pen-knife 3 ,,, sword . 1 ,, with scissors . 1

Malice:— Throwing stones Injury with a knife Blow with a hammer	3 4 1	Amongst 165 Blind Prof. Connicounted 71 Locksmiths 33 Manual workers 20 Masons
Accidents:— Push towards a pointed object Percussion of a spinning top By brauch of a tree	8 3 1 1 - 5	14 Smiths 11 Machine Engineers 6 Metal Turners 5 Stonemasons 5 Millers

With the help of Mr. Shipton, the Secretary of the United Trades Council in London, I sent in March the following eireular, with three questions, to the Secretaries of 100 different Trade Societies:—

The Society for the Prevention of Blindness and the Improvement of the Physique of the Blind.

48, Wimpole Street, London, W., March, 1883.

As the Hon. Secretary of this Society, I should feel obliged to all Trade Societies by their answering the following questions, and by their mentioning any circumstances or accidents connected with their special trade which might cause any Eye Disease or Blindness:—

1.—Are there many members of your Society suffering from any Eye Disease or Blindness?—State the percentage.

2.—Can you point out any causes or accidents depending on your trade which produce Eye Disease and Blindness?

3.—Are there any means known by which the causes of Eye Disease and Blindness in your trade could be prevented?

In hopes that all Trade Societies will soon answer this circular, and assist our Society in preventing Eye Diseases and Blindness amongst the working men,

I am, yours truly,

DR. ROTH,
Hon. Sccretary.

I am sorry to say hitherto I have received only three answers, and I hope the publicity given to the transactions of this Conference may stimulate and induce the 97 Secretaries to answer my three questions; because, without the knowledge of the injurious influences affecting the eyes, to which the working classes are exposed, it is difficult to find the necessary means for counteracting them, and for preventing the eye complaint and blindness which they produce.

Miners and workers in quarries are frequently injured by the explosion of powder and other explosives used in their trades. In the coal districts, 60 per cent. of the prevailing blindness is found, according to Layet Meinel, among the miners. Amongst the blind in the Paris Hospital des vingt quinze, 53.2 per cent. of those who are blind through injuries are caused by explosions of powder. (Dumont.)

Mr. Boissonne, the well known Parisian manufacturer of artificial eyes, found that among 3984 persons with one eye, 939 had lost one eye in childhood; 343 by explosions of gunpowder and by injuries through shooting.

Unsuccessful Operations figure with 1.938 per cent., almost two per cent. This number can now be considerably decreased, and, on the whole, there is scarcely one per cent of unsuccessful operations causing complete blindness.

Injuries of the head causing blindness.—The principal effect of such injuries are ruptures of the vessels of the chorioidea, and detachment of the retina, internal hemorrages, secondary inflammatory effusions and concussions of the retina.

Ophthalmia simpathica traumatica is caused by one cyc, which has been previously injured or lost by another cause, producing a sympathetic inflammation of the other eye. This inflammation is put down on the table as causing 4.509, about $4\frac{1}{2}$ per cent. of blindness.

Dr. Magnus has published a table of 30 eases of traumatic blindness. In 22 eases the right eye, and in 8 cases the left eye, had been previously lost by some injury. The period of time which elapsed between the loss of the first eye till the commencement of the sympathetic inflammation of the second eye varied

From 4 to 10 weeks in 9 eases.

, 3 to 9 months in 6 cases.

, 1 to 28 years in 15 cases.

Dr. Mooren published a table of 59 cases of this sympathetic inflammation. In 44 cases the first eye was lost by an injury, and 15 without any injury.

In the 4th group, with its 23 sub-divisions, consisting of the diseases of various parts of the body, causing 18 per cent. of blindness, we find the diseases of the brain and spinal chord, causing waste of the optic nerve, as the most numerous—here the waste is secondary, and not primary, as in the first group—a similar secondary atrophy of the optic nerve is produced by several other complaints.

The third highest column shows that small-pox still causes 2,21 per cent. of blindness.

Before vaccination was introduced in France, 35 per cent. of blindness was caused by small-pox (as stated by Carron du Villars), and in 1856 only 7 per cent. were due to this cause.

Amongst 2755 patients in the small-pox hospital, at Hamburg, Dr. Oppert found, in 1871, 300 eye diseases; of these one lost the sight of both cyes and eight of one eye; and in 270 cases of variola-ophthalmia, Landsberg found 4.8 per cent. of blindness.

Amongst intoxication, alcoholism and tobacco must be named as eauses of blindness. In one of the reports of Moorfield Hospital I found 92 tobacco amaurosis.

[A smaller graphic table, which refers to the causes of blindness in children from 1 to 15 years, was also shown by Dr. Roth.]

Having now finished my observations on the causes of blindness, I wish to direct your attention to some other most important causes of blindness, called *Ignorance* and *Neglect*.

Without any graphic table of these causes, permit me to mention that we have here also four principal groups:—

- 1. Ignorance, regarding general and specially ocular hygiene of mothers, nurses, and all those to whom the care of infants is intrusted.
- 2. Ignorance of schoolmasters and schoolmistresses in matters of health and physical education.
- Ignorance and neglect of the working classes regarding the injurious influences affecting their general health, and causing diseases of the cyes.
- Ignorance of many medical men regarding the knowledge and treatment of eve diseases.

I cannot enter fully into the second part of my subject, which relates to the *possibility* of preventing the causes of blindness; but with regard to the first group, marriages between blind, diseased, and relatives, are to be discouraged; just as among epileptic, consumptive, and other persons affected with eon-stitutional and hereditary diseases.

In the 2nd group, the purulent inflammation of the new-born and adult, represented by the two highest columns in the diagram, amounting to a fraction above 20 per cent., can be almost entirely prevented or cured. Many of the other complaints of this group can, to a great extent, also be prevented.

In the 3rd group, the majority of accidents are caused by thoughtlessness, and carelessness, and by malice; therefore they can be prevented by more than 50 per cent.

In the 4th group, many of the diseases of the brain and spinal chord, causing atrophy of the optic nerve, represented by the two highest columns of this group, and causing above 9 per cent. of blindness; and many cases of typhus, measles, scarlatina, and smallpox, are merely the consequences of neglected sanitary rules—the last of neglected vaccination—therefore they are to a large extent preventible.

The opinion of oculists regarding the possibility of preventing blindness vary. Some are convinced that 40, 50, and even 75 per cent. of the present blindness in Europe might have been prevented.

Having entered fully into the causes of blindness, and having shown you how many cases can be prevented, I will, with your permission, say a few words on the practical means of preventing blindness.

About four years ago a small society of persons interested in this subject had been formed, and in 1880 I brought the aims of this society before the notice of the International Congress of Hygiene in Turin, where it was resolved that the Prevention of Blindness should form one of the questions to be discussed at the next Congress, which was held last year at Geneva. In the interval the London Society for the Prevention of Blindness had offered a prize of £80 for the best essay in Euglish, French, Italian, or German, on the "Causes of Blindness, and the best practical means for preventing it." A Commission of the French Society of Hygiene has been named, at my request, in order to prepare the programme for the competition of this prize, which was submitted to the Committee of Organisation of the Geneva Congress, and, with slight modification, accepted. I had also previously asked the opinion of the Italian Society of Hygienc, and of several eminent oculists.

The Geneva Congress has named an International Society of medical men and oculists in various countries of Europe, who will act as judges on the various essays.

Dr. Haltenhoff, a well known ocnlist in Geneva, who had to report on the Prevention of Blindness, thus finished his remarks

of blindness :--

"It should be the task of all Governments, philanthropists, and Hygienists to propogate sound and simple notions of general Hygiene, as well as the Hygiene of the eyes. It is evident that it is most desirable that every one should be able to take care of his own eyes.

"The Hygienic instruction of all classes of the people is a

desideratum of every complete system of education.

"The London Society for the Prevention of Blindness has boldly entered on this direction by their popular publications, and the gratuitous distribution of them; but the varions Governments are in a much better condition than private persons to work in this direction.

"The majority of the infantile and other eye diseases are curable if not neglected; therefore it is of the greatest importance that all medical men should pass through a theoretical and practical course and examination in the treatment of eye diseases."

[†] Those obligatory courses and examinations exist in Austria, Germany Italy, Switzerland, but, unhappily, not yet in England. It is the intention of the Society to petition the Council of Medical Education to prevent any medical man from obtaining the licence to practice without a previous ophthalmological, theoretical, and practical, examination.

Mr. Buckle: Being in a large measure responsible for the subjects brought for discussion before this Conference, I am personally very much obliged to Dr. Roth for his very able paper. and for this graphic description of the various causes of blindness. I should like to request that we should be allowed to copy this description, that it may form part of the report of the proceedings of this Conference. Some six months ago, I had the appplication forms of all pupils who had been admitted here examined, and the causes of blindness tabulated. I was perfectly amazed in going through them to find the cause which Dr. Roth has referred to, such a pregnant cause of blindness in this country. My name, and that of our good friend, Herr Moldenhawer, were mentioned by Dr. Roth in reference to an endeayour we made to spread some information. The Congress of European Instructors held at Dresden, in 1876, after a lecture something like the one we have just listened to, came to the conclusion that it was desirable to spread information on this cause of so much blindness by all possible means the press, popular almanaes, &c. Denmark, which has done so much for the blind through Herr Moldenhawer, had a small sheet published, and he sent it to me, and asked me if something could not be done in England. Well, you know, the London papers simply take no notice whatever of anything that goes up to them from the provinces, unless it is sent by some gentleman in a very eminent position, and I felt that it was no use trying there, so I had the sheet translated, and our committee and our late physician, Dr. Shann, approved of it, and it has since then formed part of our Annual Report. I would recommend all the members of this Conference, who have anything to do with the drawing up of Annual Reports, to make such a statement a part of them. I think our friend, Mr. Martin, is raising a ghost that he will have to lay very soon. I do not really see any danger whatever in what he refers to. I have had some little acquaintance with medical men in York, and I do not find them so very touchy in such a matter. I think, on the contrary, they would be rather glad if any information, whether through Dr. Roth or by any other means, could be spread in the country in order to induce people to be more careful in these cases. Personally, I feel much obliged to Dr. Roth, and I again prefer the request I made at the commencement of my remarks. (Applause).

Dr. Campbell: If Dr. Roth consents, will you let me have a copy at my own expense?

Dr. Matterson: I wish to express my deep interest in the question so ably brought before us by Dr. Roth, and I beg to thank him for his excellent resumé of the many diseases of the eye. After an experience of 45 years in the medical profession, I can confirm the statement of Dr. Roth relating to Infantile

Disease, more especially as regards the cases of Purulent Ophthalmia, which, if treated early, are almost invariably cured. At the same time. I feel it my duty to say that Dr. Roth has been rather too hard on the Examining Boards and the profession generally. Although, strictly speaking, an examination is not stated as compulsory, I know that the staff of hospital teachers press upon students the importance and necessity of attending to the Ophthalmic department, with which all general hospitals are now provided; and that questions in this so-called special branch of surgery are included in the ordinary surgical examination papers. We hear much of ophthalmology as a speciality, but it is, in reality, no more a speciality than the study of diseases of the bones, lungs, &c. A medical man properly educated ought to know ophthalmology, for the eye represents almost every disease of the human frame, as it were, in miniature; all the different tissues of the body entering into its composition; and the use of the ophthalmoscope now is a most valuable help in the diagnoses of treatment of diseases in general.

Mr. Forster: Dr. Roth made a suggestion in his paper that the papers which are addressed to mothers and mid-wives should be as widely distributed as possible. Now, I take it, it will be very difficult to make a thorough distribution to the right persons, unless some system is adopted. I think we might possibly get the registrars of births throughout the country to take a supply of the pamphlets referred to, and give one to the parent of each child whose birth is registered with them. [This method is already

adopted in Holland.—A.B.]

Mr. Woon: There are one or two ways in which our institutions might help the work of Dr. Roth. The first question asked in the admission papers to the parents sent out from our institution is the cause of blindness. Another thing is to have a good oculist connected with the institution, so that cases which have a chance of recovery may have the advantage of proper treatment. In Sheffield we have a celebrated man, Mr. Samuel Snell, who visits us occasionally, and pays great attention to any little thing where a chance of recovery is observable. There is a particular gasburner fixed by which he is able, with his peculiar apparatus, to examine the eye.

Mr. Neil: I want to make a suggestion, which I think may be a practical one, and it is this: If you are going to have a copy of this list of the causes of blindness, would it not be an advisable thing if it were taken advantage of by each institution, and printed as a separate page? The physician, in certifying the cause of blindness, should be requested to state distinctly under what class the given case occurs, so that each case might be registered. One universal method of mentioning the causes might be got hold of by all institutions, and so we should be able, by and bye, to have

a list which might result in our being able to know in what localities particular eases of blindness are most frequent. Another thing I want to say is, that if the registrar is to have anything to do with this, it might probably be better that he should distribute the pamphlet when the marriage is registered, rather than when a birth is registered. (Hear, hear.)

Mr. Martin: These tables of diseases shown is by Dr. Roth do not relate to the ground we are working on at all. They relate to a foreign country. If we have a table printed like this at all it should refer to Great Britain. I would like to supplement what I said before by stating that Mr. Buckle, in his report I think, has done a splendid work. He has done a thing which any managing committee of an institution might do, and I have no doubt it will do a very great deal of good. But for is to do it, or for us to become members of an association like this without consulting our directors, I think would be rather taking a step in advance of them. We ought to try and take them along with us, and that would be one of the best means of helping the movement. I am prepared to move that a proposition to become members of this association be laid by each member of the Conference before their respective committees. (Hear, hear.)

Mr. Buckle: You do not suppose the committee of your institution would object to you becoming a member of the society?

Mr. Martin: I do not suppose at all. I am only looking at the proper way of doing it; and with all due deference to Mr. Buckle, I am only following his example. He has submitted this to his committee. I have been a long time connected with the institution which I manage, and I have unvertaken a step of anything like this sort without taking the council along with me.

The Rev. W. CATTLEY: I came here anxions to hear of a prevention of blindness. I am becoming a little blind myself, and I cannot help thinking that gas and paraffin lamps have a very injurious effect on the eyes. If you can give any instruction to gentlemen advanced in life, as to the best mode of using an artificial light, I think you will be very kindly conferring a great benefit to myself and others.

Dr. Roth: The Chairman wishes me to reply to the various speakers. In the first place, I believe that if the oculists mentioned could have seen the patients of the institution to which they belonged five or ten years before their admission, the patients would now have their sight. One gentleman pointed out, it is the neglect of mothers which produces the immense percentage of blindness. Often mothers have not a medical man even during their confinement; they are attended by some ignorant woman in the place. The child is born, and two or three days after, being exposed to too much light, or not being kept clean, or exposed to

cold, from some cause or other of this sort, there arises an irritation of the eye. A neighbour comes in and says, "Oh, do so and so." It is done for the child. The mother takes the advice of her neighbours. Afterwards they see a large purulent mass coming, and then it is too late. I wish to point out to Mr. Martin that he misunderstood me. There was never a reproach intended against the medical man.

Mr. MARTIN: I did not think that at all.

Dr. Roth: I am sure they will all quite agree with me, that we want to educate the mothers, and counteract all ignorance, and to teach parents to take their children at once to the doctor. (Applause). The suggestion as to the assistance to be rendered by registrars is a very useful one. The plan is already adopted in Saxony. They try to give these instructions to every woman before she has a baby. We want to counteract ignorance in the various classes of society. It is now felt that a great many schoolmasters know very little, if anything, about the hygicne of the They have never been trained in this science. In Belgium they have published a little book, with instructions, so that every schoolmaster shall have an idea of the first symptoms of infections complaints. As soou as these first symptoms are observed, they are counteracted. I am sorry to hear from Dr. Matterson that it is not obligatory that a student should pass through a course of instruction on diseases of the eye. The College of Surgeons give a question from time to time in ophthalmology, but they never insist that a student should get a certificate of having passed a course of oplithalmology.

Dr. Matterson: They would very much prefer that the students did so, but they do not make it compulsory.

Dr. Roth: About three or four years ago the lecturers on ophthaluology petitioned the College of Surgeons to make it obligatory. They have not done it; and you must admit that there are a number of medical men in the country who have not had an opportunity of studying diseases of the eyes.

Dr. Matterson: I omitted another point. Although it is not compulsory, still they do press it; and almost every hospital has an ophthalmic surgeon. That was not the case, however, when I was a student.

Dr. Roth: Mr. Martin does not attach much importance to these tables of diseases, because they have been prepared on the Continent. I should be very glad to give a table referring to England, if you will furnish the materials. I am sorry to say I have not the materials, which I tried to get during the last two years. I sent out a circular to fifteen institutions in Great Britain, and I think I received about six answers. I wish, also, to point out that Mr. Martin was kind enough to give ue the

causes of blindness in Edinburgh; but, besides him, there were only two or three who replied. You will, therefore, see that it is very difficult to get this thing done. A gentleman asked about artificial light. We have a paper on ocular hygieue, and if the gentleman likes to take the paper, there is an account of the different modes of light. It would be gratifying to me, if I could get hold of some specialist, to give a paper as to what mode of artificial light would be the best. I came here specially for the purpose of impressing upon those who have so much interest in the blind, that there are a great number of perfectly preventible cases of blindness. If they are not preventible, they are perfectly curable, but still it is not done, because of the neglect and ignorance of the parents. According to my calculation, there are at least 10,000 blind in Great Britain, under the age of 20 or 25, who all want education. I ask you to help me with your experience; and, in fact, to propogate the idea, that blindness is not to prevail to such an extent as at present. (Applause.)

Dr. Campbell: The question is so very important, and of so much interest to the blind, that I wish to move a special vote of thanks to Dr. Roth for the great care and pains he has taken on this paper, as an expression of our sympathy and support. (Applause.)

Mr. Martin: I have the greatest possible pleasure in seconding that motion. (Applause.)

Mr. Hall: I hope that some measures will be taken for carrying out the suggestion I made, because, really, no practical result can come from this, unless the knowledge of the prevention of blindness is widely distributed. I see no better way of doing it than the way I suggested. I beg to support the vote of thanks. (Applause.)

Mr. Munry: This vote of thanks, I think, should be specially supported by a member of our committee, and I have great pleasure in giving that support. It is always best to go to the root of matters. Prevention is far better than cure, and if we work on these lines we are far more calculated to succeed. It has been a great pleasure to me that Dr. Roth has attended this meeting, and I feel sure very good results will follow the reading of his paper. (Applause.)

The resolution was then carried with acclamation.

The CHAIRMAN: We are practical people, and I think I should not like this interesting subject to evaporate with only a vote of thanks. There is a suggestion, which came from Mr. Neil, which I think we might all go upon. It is a very good suggestion. I, myself, have done something in the way of tabulating the causes of blindness in England, and I find there is a great difficulty in collecting the statistics from the different institutions, because the

names used were different, although probably the diseases were the same. It is extremely important in making statistics that all the diseases should be named exactly according to the same schedule, and I, therefore, think it would be a very good thing if each of us, who is connected with an institution, would attend to the form of admission sent to each pupil, asking for information as to the cause of blindness, appending this table, and requesting the ophthalmic surgeon to register the cause of blindness according to the nomenclature of the table. By that means we should get accurate statistics. I should like to answer the question as to the best form of light to be used. I think the general rule is to use such a light as shall enable one to see clearly without dazzling. Then it is extremely important that the light should not flicker, but be a steady light. If it is gas-light, it is better to have the light from several burners than from one.

Dr. Rotii then read a paper

ON THE PHYSICAL EDUCATION OF THE BLIND.

The physical education of the blind does not differ from that of those who can see: but this branch of scientific education is, in general, still very much neglected, especially in England, although this is the country which excels in all kinds of athletic and other sports; but the number of those who have great stamina and splendid physical development forms but a very small minority, while the physique of the man of the people is still very deficient in its development.

A few years ago I published a little book on the "Neglect of Physical Education and Hygiene by Parliament and the Educational Department," and, with your permission, I shall read a few facts collected for the purpose of proving the *progressive* degeneration of the physique of the population of Great Britain.

- 1. The surgeon-major of the London Recruiting District said, a few years ago, after inspecting 25,000 recruits, "I must candidly assert that the physique of the infantry is not up to the standard of our race."
- 2. Mr. Tuffnel, one of H.M. Inspectors of Union Schools, gave evidence on the inferior stature and physique of the children of the London (Union) Workhouse Schools.
- 3. Of 1000 recruits, after having accepted the shilling, 400 were rejected because they suffered from eye disease, small malformed ehest, curvature of spine, varicose veins, varieoeele, musenlar tenuity, and other complaints.
- 4. Of 5567 boys, 4410 were rejected; they were mider standard of chest, width, and under standard of height. (Dr. Ord's Report in 1869.)

- 5. Of 530 candidates for railway employment, 201 were rejected; the chief cause of rejection was small malformed chest in 92 cases. (Report of Medical Officers of Great Western and Associated Railways, 1862.)
- 6. Of 358 children under 15 years of age in a Metropolitan Suburban Workhouse, 84, or 23.4 per cent., are affected with chronic disease.
- 7. "The physique of the people is deteriorating, as proved by the diminution of height since 1845, when, out of 1000 recruits, only 105 were under 5ft. 6in., while in 1873 more than three times as many, namely 364, were under that height, and consequently the standard of recruits was necessarily and gradually diminished to 5ft. 4½ inches, and the maximum of age increased from 25 to 30." Paper on Excessive Infant Mortality and Model Nursing, by Dr. Roth.

This is a picture of the seeing population—the condition of the blind is not better. A stooping gait, flat chests, round and high shoulders, a round back, shuffling walk, unequal shoulders, deformed spines, lateral and other eurvatures of the spine, weak ankles, and bent knees, are a few of the characteristic symptoms frequently found among the blind.

What I have just mentioned will convinee you that it is not only desirable but absolutely necessary to attend to the physique of the blind, who, by greater development of their sense of touch and hearing, have to supply that of sight.

It is the fashion to divide education into three parts—moral, intellectual, and physical; although moral faculties cannot be developed without intellectual ones, nor the intellectual without the physical development of the body and the senses—or the real gateways of knowledge; in fact the physical must precede any other part of education.

The age of childhood and growth is consecrated by nature to those exercises which fortify and strengthen the body, and not to study, which weakens it and prevents its proper increase and development.

"Now what is Physical Education? Unfortunately gymnastics, drill, athletics, and what is found on prospectuses of gent-el girls' schools under the high sounding title of calisthenics, are too often jumbled up in people's minds under the common appellation of physical education; and when one talks of introducing physical education in boys' schools, the drill-sergeant rises up before men's eyes as the embossed emblem of physical education." I have quoted these lines from a speech in the House of Commons by Mr. Butler Johnston, M.P. for Canterbury, in July, 1875, who, having well studied the advantages to be derived from the general introduction

of scientific physical education, wished to induce the Government to make it an obligatory branch of education in all schools.

By physical education is meant the instruction of some sound though elementary principles of hygiene, combined with the practice of scientifically devised exercises founded on sound anatomical and physiological principles. The aim of this science is the harmonious development of body and mind; it considers man as an inseparable unity, and does not admit partial development of the body, or of its single parts without a harmonious development of the mind. In order to convince myself of the state of physical education in the fifty schools, homes, and workshops for the blind in the United Kingdom, the following request has been sent in the name of the Society for Prevention of Blindness, to all these institutions:—

"Please kindly inform the Society whether anything is done in your Institution for the Improvement of the Physique of the Blind, and which are the means you have introduced for this purpose. Any statistical information on the causes of blindness, and the number of your old and young inmates, will oblige."

Only eleven answers have been received, from which the following extracts are given:—

Brighton:—"We have a German Professor, who gives lessons in Calisthenics to our children four times a week, an hour and a half to two hours each lesson."

Cardiff:—"We have only men and big lads working here, who have plenty of hard work, which in a few weeks works a great change in their physique, and they require little else."

Norwich:—A visitor writes, "Gymnastic exercise is confined to the men, and consists of blind man's buff in the garden. The Matron said that the women ought to have backs to the forms. No attention to the development of the body is bestowed upon the inmates."

NOTTINGHAM:—"We have at times engaged a drilling master for the pupils, being convinced of this desirable attention to their physical condition."

SHEFFIELD:—"We have drilling twice a day in the schools, sometimes with light dumb-bells, and at other times without. We teach them the extension motions and other ordinary drill exercises. The pupils are encouraged to walk round the path in the grounds, prizes being given and a record kept of the distances they walk. We have no backs to the seats, but the pupils are continually reminded of the necessity of keeping in an upright position. They go for long walks in the country and have good health."

SOUTHSEA:—"The male portion are exercised at drill under a sergeaut of the army twice in each week, which is found very

beneficial to their health and a source of enjoyment to them. The whole of the immates, male and female, take walking exercise twice a week, on Wednesday for an hour and on Saturday for two or three hours."

SWANSEA (in 1880):—"Very little is done for the physique of the blind at our Institution."

"(In 1881) We formed a class for drilling our blind boys and girls, and they are decidedly improved by the exercises."

BATH: "Our pupils learn drilling exercise and marching, besides out door walking, swinging, &c. They are provided with benches having backs for their support when sitting."

DESWICH: "Nothing is done in our Institution for the physique of the Blind."

LEIGESTER:—"No Blind person resides in this institution. The Report of the Association for the welfare of the blind does not mention *Physical Education*."

No replies were received from the other forty establishments for the Blind, a fact that may be due in some cases to accidental oversight, but in others doubtless owing to the fact that the importance of physical training for the welfare and happiness of blind persons is not yet so fully appreciated as may be the ease before long.

It is to be deeply regretted that the condition of things in the Metropolitan Blind Asylums is not better.

In St. George's in the Fields, the oldest and richest Blind Institution in London, nothing has yet been done for the physical education of the blind children. The girls still continue high and round shouldered and stooping; no backs are yet to be seen on the forms on which they sit for hours daily, in stooping positions. As the Committee have means for providing backs to the seats, and for introducing all those means which contribute to the improvement of the physique of the blind, it is a painful duty to be obliged to mention publicly the apparently utter neglect of physical education, which is of the greatest importance for the blind, and which, according to the experience of the Principal of the Normal College for the Blind in Norwood, is the basis of all other education for the blind.

In the Institution and School for the Blind at St. John's Wood nothing yet has been done for the better physical development of the blind pupils.

The physique of the blind children in the London Board Schools is entirely neglected; gymnastic models have been lent to the Superintendent of the blind children under the School Board, who is devoted to her work; but there is not enough space in the little rooms (where usually a few blind children are collected) for

them to stretch out their arms while standing. This want of space has been mentioned as a cause why they could not even make an attempt at introducing some elementary exercises.

I am sorry to state that physical education of the blind has not made any progress in this country, except in the Normal College for the Blind, in Upper Norwood, where Dr. Campbell, the blind principal, who knows best what the blind require, has, like so many others, for a long time insisted on the importance of physical education for the blind. He says, "It is the lever which would give irresistible force to all the other educational methods adopted on their behalf; without it, other modes, however efficiently carried out, fail to attain their final aim. The secret of success rests fundamentally on physical training.

On the Continent much attention has been paid for years to the physical education of the blind. I remember with pleasure my visit to the Royal Blind Institution in Copenhagen, when I was present at a lesson in free exercises, and where I have seen the blind girls dance a walse and leave the room with a nice curtsey,

which proved their ease and freedom of movement.

Time prevents my entering into the details of physical education, which at present is in England still in the hands of the drill-sergeant, the master of gymnastics, the teacher of calisthenics, and of the dancing mistresses, who all try their best to do their duty: but, as they, with very few exceptions, have not the knowledge of the elements of the structure and functions of the human body, nor of hygiene and pyschology, nor of the theory and practice of scientific gymnastics, it is quite natural that the standard of English physical education is not a high one. Abroad, professors of classics and other sciences, medical men, officers in the army, well trained schoolmasters and mistresses, who, after having passed their preliminary examination, have to pass a special course of theoretical and practical physical education, are the persons engaged in this most important branch of education.

It is the ambition and pride of some Head-masters of Blind Schools to show that their blind pupils can do, what those who see can do; but the nonsense of people with eyes need not be imitated by the blind. In the development of the body we must try to educate those faculties which tend to produce harmony between the various parts, and so aim at the useful, agreeable, and beautiful; and not at the rude, ngly, and grotesque. The aim of physical education is not to produce athletes, gymnasts, rope dancers, and clowns; but, as Dr. Werner says, to enable persons in various stations of life to do their duties, and to have a certain amount of health, strength, perseverance, skill, and activity of the body, acuteness of the senses, cheerfulness, manliness, activity, and presence of mind, courage, beauty of sonl, and

strength of the thinking facultics.

Physical education has two principal parts; the first not to interfere with the natural development of the body, and the second to develop it by exercise based on physiological principles—to begin with the most gentle and simple, and by degrees to pass to the strong and complicated exercise.

1. In order not to interfere with the development of the body, we must begin with the baby, for whom pure air, pure water, proper food, and cleanliness of body and dress are as important as for the child, the youth, and the man, in blind institutions. No pressure on any part of the body is permitted, if you do not wish to interfere with the circulation and other normal functions. Tight caps or hats, tight collars, coats, stays, corsets, waistbands, trousers, garters, shoes and boots, are still too frequently found in Blind Institutions. Bad school-furniture, narrow forms without backs; too low or too high chairs with concave backs; too low or too high tables, induce the young and old pupils to sit in bad positions, to compress chest and abdomen, to lean on each other, and thus to predispose them to projecting chins, round and high shoulders, various deformities of the spine, and also more easily to coughs and colds.

Dr. Roth showed a hygienie sehool desk, which, according to his suggestion, is manufactured by the North of Eugland School Furniture Company, in Darlington, and pointed out its advantages in enabling the pupil to write and read in good positions, without being fatigued. Models of hygienie boots and of digitated stockings and soeks were shewn, and their advantages, especially for the blind, pointed out. The speaker mentioned the importance of the greater development of the sense of touch in the feet and toes of the blind, which would enable them to judge better of the nature of the ground on which they walk. Hygienie stays and underclothing for women, and models of tronsers, which do not exert any pressure on the ehest and abdominal organs, and do not interfere with the natural growth of the body, and the normal circulation of the blood, prepared according to the suggestions of the lecturer, were also shewn. It was pointed out that braces are not wanted, that they often interfere with the freedom of the elest; and that petticoats and trousers are to be fastened on the hip, but not above the hip; in the latter ease the abdominal organs are too much pressed.* A few remarks on eleanliness of the body, and elothing; on the proper food for blind children-especially for

^{*} At the request of several persons, asking where the various articles of clothing prepared according to Dr. Roth's suggestions may be obtained, we give the addresses of Messrs. Pool and Lord, Drapers, 145, Oxford Street, W., for digitated socks and stockings; Messrs. Stammvitz, Gilcs, and Co., 15, Argyle Street, Regent Street, W., for trousers and vests; Mrs. Wise, Stay-maker, 15, High Street, Marylebone, for stays and under-clothing; Mr. Hall, 39, Edgeware Road, for shoes. All these tradesmen are in London, and have kindly lent the various models of their manufacture.

those with a sickly constitutional predisposition—on the unsuitable and too frequent use of suct and other puddings, with the intention of filling the pupil's stomach, and preventing them from taking more healthy food, closed the first part of physical education.

2. At present the best system of developing the body harmoniously is the scientific one, which we owe to the Swede Ling—it is the best because every exercise is based on anatomy, physiology, and hygiene; it has four great branches—the educational, the military, the medical, and the æsthetic. Here we are interested merely in the educational, which has two principal parts; the one contains free exercises, and the other exercises with apparatus.

Want of time prevented the speaker from entering fully into the details of Ling's system, and he referred those interested in the subject to his papers and pamphlets on Ling's Exercises and Physical Education, published by Messrs. Braillien and Co., 20, King William Street, Strand, London, W.C., who, on application, would forward a list of these publications. Dr. Roth showed a small collection of his gymnastic models for the use of the blind, which was presented to the Yorkshire School for the Blind by the Society for the Prevention of Blindness and the Improvement of the Physique of the Blind. Some remarks on the advantages of the free exercises—that is of those which are done without any gymnastic apparatus, either by one or many persons at the same time, or by a group of two or three persons who assist or resist each other, according to the order prescribed in the table of exercises-finished this part of physical education, which was illustrated by several diagrams of simple exercises, of those on apparatus, and of the injurious positions to be avoided during the period of education and growth.

Dr. Campbell: It may be interesting to know that we have adopted Dr. Roth's suggestion with regard to chairs in our school.

Mr. Neil: I have been inclined to think that this paper is second in interest to no paper we have heard. The possibility of having a sound mind depends upon the possibility of having a sound body, and Dr. Roth has been endeavouring to show us how we may get a sound body. Our duty will be to endeavour, as much as possible, to get this sound body, and then to make the mind as sound afterwards as possible. I am rather disappointed that the gentleman did not see the report of our drill-sergeant in the Edinburgh Institution. We have a very intelligent sergeant of the 92nd Highlanders, who is devoting himself with much attention to getting together a system of exercises, in order to accomplish, with effectiveness, that which Dr. Roth has been teaching us to-day. I don't know exactly myself what difference there is between Dr. Roth's system and the Swedish system of Ling. We

have adopted, as far as possible, the system of Ling; and I believe that the manager of our institution put up in our gymnasium the exercises of Ling, of Sweden, in order that they may be constantly before the eyes of our gymnastic instructor, our instructor in physique, and in the best means of benefitting the body. I am particularly interested in the matter of dress, and think I can scarcely do better than suggest to our most excellent and enterprising manager, that he should ask Dr. Roth to send to West Craigmillar Institution, in Edinburgh, a sample of the dress of boys and girls, in order that we may actually see and experiment upon and become acquainted with the facts as to the utility, the advisability, and the advantage of those things which he has laid before us. We are exceedingly auxious to have everything of the best there, and made in the most advantageous manner. I have been prompted, by desire for the welfare of our institution, to obtain copies of this Leeture to take back with me, so that we may put in actual practice what Dr. Roth has been teaching us, as far as we see advisable and advantageous. I ought to say, and I can searcely think there will be a dissentient voice in this meeting. we thank him for the very intelligent, simple, and excellent manner in which he has put this important subject before us. He deserves our hearty thanks for having done so. (Applause.)

Mr. Woon: As a good many members seem to be departing, I should like just to remind them that my two blind boys are in the ante-room, waiting anxiously for somebody to go and play at chess with them.

Mr. Munby: At the wish of Dr. Armitage, I take the chair, with a view to conclude the meeting in a practical form, as was suggested this morning. I shall be glad to receive any suggestion with reference to the outcome of this gathering. I understand that in my absence a resolution has been passed, the effect of which is that the Conference, in three years time, all being well, shall be held at Norwood, which I am glad to hear. In the meantime, if it is the wish of the members of the Conference who remain, that any action should be taken, and any committee should be formed, I shall be glad to hear any resolution proposed on this subject. I may say that my idea with reference to any resolution which may be passed by this Conference is, that we are better without resolutions of a general or even of a special kind; but I venture to suggest that we should do well if we appointed a committee, having power to add to its number, so that if we imfortunately omitted any name, that name could be supplied. That committee, having before it the published report of this meeting, which will be printed verbatim, and having earefully considered all the opinions expressed in this Conference, would, no doubt, come to some deliberate conclusion on several points. I suppose that they would not take any decided action without feeling sure, by one means or another, that it was representing the opinions which, in a less formal manner, have been expressed in this room. I gathered this morning that there was a wish that this Conference should not break up without some committee being appointed, and if that be so, I shall be glad to receive propositions,

Mr. Martin: I am glad to hear that the Conference is to be held at Norwood three years hence. I suppose Mr. Munby refers to the appointment of committees for future Conferences?

Mr. Buckle: Perhaps 1 may be allowed, in the absence of Dr. Armitage, to remind the meeting that this morning 1 proposed that this Conference should seek to influence the Government in regard to state education and inspection, through the British and Foreign Blind Society. That was seconded by Mr. Forster. The next thing that was proposed was a sort of amendment, which seemed to gain considerable favour in the meeting, and it was that a standing committee, or committees, should be formed for the purpose, in the words of Mr. Neil, "of giving continuity to this Conference." That was proposed by Mr. Neil, and seconded by Mr. Meston, and at the present moment both the proposition and the amendment are before the meeting, neither of them having been withdrawn. The question is whether we should work through special standing committees, or through the British and Foreign Blind Association.

Mr. Neil: My motion, although antagonistic to that of Mr. Buckle, was by no means intended to be so. I do not wish there to be any collision between the Association and these committees, if formed. What I thought was, that if an educational committee be appointed, they would examine matters in regard to education; and that if an industrial committee were appointed, it would examine and consider industrial questions. Then I desired that these two committees should sit jointly, and come to some resolutions as to what they might ask from the Government. I do not see myself why they should not co-operate with the Association, without collision of purposes at all. My opinion is that if this was done we should get a wider survey of the question. (Hear, hear.)

Mr. Martin: Perhaps it would be well for the members present to know the names of those who are members of the British and Foreign Blind Association. I have the honour to be a member of that body, and I think Mr. Buckle is also a member. Others who are present might easily be appointed members. (Hear, hear.)

On the request of the chairman, those members of the British and Foreign Blind Association who were in the room held up their hands, and there were about half-a-dozen.

Dr. CAMPBELL: I am only expressing the wish of the association, when I say that every man interested in the education of the

blind should become a member of the British and Foreign Blind Association. It is most desirable that they should, and I hope they will. In regard to the matter now before us, I like Mr. Buckle's motion very much indeed. Of course, when anything comes on, the members in London would take no action without consulting the members at a distance. I think it would be an excellent way in which to combine action. (Hear, hear.)

Mr. Martin: What I am most afraid of is that we in the provinces would have to take journeys up to London. I am a little alarmed at the expense which will have to be incurred by members at a distance, though, of course, I should not be at all afraid that the members in London would take advantage of our absence. It would not do, however, for them to say, "Oh, this is a matter of no consequence, we will do it ourselves; it is not necessary that all the committee should be here." Members at a distance might be displeased if they got through some business, at the transaction of which they would like to have attended. I am rather sorry that there are so few members of the Conference present now.

The CHAIRMAN: I think we know pretty well the feeling of those present this morning. The most practical way of dealing with the question is for me to state that I am ready to receive any proposition on the subject. If none is submitted, I believe the business of the Conference is really finished.

Mr. Hall: I should like to hear what Dr. Armitage has to say upon the subject.

Dr. Armitagn: I have very little to say. I leave it entirely to the meeting.

Mr. Martin: It is scarcely the proper thing for the British and Foreign Blind Association to propose this.

Dr. Campbell: I should be glad, Mr. Chairmau, if before we go you would let us express an unanimous vote of thanks to Mr. Buckle, the officers, and everybody concerned with this Institution. (Lond applause.) I may say, if Mr. Buckle's motion be adopted, that my house is always open, and Mr. Martin shall be at no expense.

Mr. Munby: I believe some resolution is about to be put, and if so, it would be very desirable that we should have as many members here as possible.

Mr. Buckle: I am sorry my seconder is not here. It seems to me that the powers and duties of the sub-committee or committee will be very much enlarged from what I originally contemplated. My original resolution was that this Conference of Instructors and Friends of the Blind request the British and Foreign Blind Association to take whatever measures they may deem

advisable to secure Government inspection and aid in the educational and industrial training of the blind. But if we are going to take still further action with regard to the next Conference, or any other questions, I think it would, perhaps, be the best plan to withdraw this resolution altogether.

Mr. Hall: I really do not see why you should not pass both motions. We should be doing ourselves great benefit by getting the aid of the British and Foreign Blind Association, for the purpose of obtaining a Government grant.

The CHAIRMAN: I understand that the motion before the meeting is that which was moved and seconded, but not put this morning.

Mr. Martin: I cannot allow that motion to pass without making one or two remarks on the subject, because I know there is a very strong feeling outside this little gathering, and I think it is an unwise thing to do at the end of this very harmonious Conference. I, myself, am a member of the British and Foreign Blind Association, and I should like to see the committee, which you propose to appoint, on a very much broader basis.

The Charman then read the resolution of Mr. Buckle. He said: I venture to think that, although the number of those present is considerably reduced, there will be no want of harmony in the passing of it formally at this stage. I am ready to receive any amendment.

Mr. MARTIN: I will just move an amendment that it be not passed.

Mr. Buckle: That is no amendment. You would be simply voting against it.

The CHAIRMAN then put the resolution, which was carried, Mr. Martin being the only dissentient.

Mr. Hall: I move, "That a committee be appointed from among the members of this Conference, to consider and advise upon the holding and constitution of the next and any future Conference; and to take action, at their discretion, in the name of this Conference, according to the predominating opinions expressed on this occasion."

Mr. McCormick seconded the resolution, which was carried unanimously.

The CHAIRMAN: Will any gentleman suggest a few names for this committee, which I think should have power to add to its number?

The following committee was then elected:—Dr. Armitage, Mr. Buckle, Mr. Bryson, Dr. Campbell. Mr. Carter, Mr. Forster, Mr. Hall, Mr. Harris, Mr. Hewitt, the Rev. J. Kinghan, Mr. Martin, Mr. McCormick, Mr. Munby, Mr. Neil, and Mr. Pine, with power to add to their number.

On the motion of Mr. Hall, seconded by Mr. McCormick,

Mr. Buckle was appointed the convener.

Mr. Neil: I rise to move a vote of thanks to the Committee of this Institution for the advantage of having been able to meet here; for the courtesy that has been shewn to ns; and for the excellent arrangements made, and I would couple with the vote the name of the Hon. Secretary, our present Chairman. (Applanse.)

Mr. Hall: I have great pleasure in seconding the resolution. I have been very much pleased during the time I have been here, and I am sure all the Members of the Conference have been the same. (Applause.)

The resolution having been carried,

Mr. Buckle said: I should have been glad if, this evening, the members of the Conference could have met together in a social way, but so many are anxious to get away, that I have given up the idea. I hoped to have had an opportunity of saying to all the Members of the Conference what an amount of anxious thought these proceedings have cost the Hon. Sec. of this Institution. I remember him saying eighteen months ago that the Jubilec of the Wilberforce School for the Blind should be an event which should not be forgotten in the lives of anybody present. He said it, and he has done it. There are always, in these human matters, some disappointing things, and I assure you that in his plans and arrangements he has not been without some serious disappointments. I do not wish to say more in his presence, for fear of being charged with flattery. (Hear, hear.)

The CHAIRMAN (Mr. Munby): After all, gentlemen, I have the last word, which certainly is not without pleasure to me. I can say, without any appearance of conceit, that although this room is not so full as it has been, I believe there are none who were present who would not have joined cordially in the vote. (Applause.) I have this satisfaction, that in meeting with so many I have not yet met with one who did not seem to be enjoying himself; though I am sorry to say that there are two or three whom I have seen who have not stayed to the end. I refer more particularly to the Secretary of the Charity Organisation Society, and the Secretary of the Gardner Trust, both of whom, owing to being busy with other matters, I had not the pleasure of shaking hands with. have called this Conference a national event. I hope that some day it will prove to have been a national event. I have been a little disappointed because our Jubilee Fund is non est at present. I will not, however, detain you longer, because you have been here a long time to-day, and we have other things to occupy our attention. I should like to say just one word more. As Secretary

of this Institution, I have perhaps a larger share than any others to do; and for the last eighteen months I have been looking forward to this event, which is now concluded. I have had the cordial cooperation of our Committee, and more especially of our Chairman. than whom we could not wish for a better, and whose words will linger in the ears of some hundreds of people who listened to them, and cannot forget what they heard last Sunday evening, I mean the words of the Dean of York. I should like to tell you that the Committee, although they have not been very demonstrative, have almost all of them been in and out of this room, and have been very anxious that you should be hospitably received. There have also been individual instances of hospitality, which I hope have added to your enjoyment. For the present I will say good bye. I hope the time will not be far distant when I shall be able to shake your hands, and we shall find that the seed we have sown to-day is beginning to bring forth fruit. I hope that those who may be here to eelebrate the centenary of this Institution, will feel that in the year 1883 something has been done, or in other words, "something has come of it." (Applause.)

APPENDIX.

WILLIAM WILBERFORCE.

Lecture by the Rev. Herbert J. R. Marston, M.A., Second Master in the College for the Blind Sons of Gentlemen, Worcester, and Reader in English Literature in the University of Durham; delivered in the Manor House, Monday, July 23rd, 1883; Alderman Sir James Meek in the chair.

After a few opening remarks the lecturer said: Wm, Wilberforce was born on the 26th of August, 1759, at Hull. His father was a merchant; his mother was a lady of considerable means. The fortune to which he was an heir was an ample one, and his father dying when he was ten years old, he very early became possessor of it. From his earliest years he was a child of weak frame and delicate health. In his early years, also, he was distinguished by that beautiful voice, for which he was afterwards so remarkable. His intelligence was precocious, and showed itself in a great aptitude and inclination for rhetorical exercises. At the Grammar School in Hull, where he was first educated, he was sometimes placed on a desk or table in the schoolroom, in order to exhibit to his schoolfellows his powers of reciting poetry and prose. His education began at Hull under Joseph Miluer, who was then master of the Grammar School. When he had been some years at Hull, he was removed to a school at Wimbledon, where the education was very unsatisfactory. He afterwards went to the house of a clergyman at Pocklington, in Yorkshire, where he was educated as a private pupil. At Wimbledon he learned something about Methodism and Evangelical Theology, and something also about the great City, in whose life and interests he was afterwards to play so distinguished a part. In the year 1777 he was sent to St. John's College, Cambridge, and there, though we regret to make the admission, his time was dissipated in profuse expenditure of money, and the display of those fascinating qualities which attracted to him all the most light and gay spirits of the College. The most interesting feature—perhaps the only interesting feature of his Cambridge career-is the fact that there he formed the acquaintance of William Pitt, which ripened afterwards into life-long friendship. When he left College he was barely 21. A general election was at hand, and he determined to

stand for his native town of Hull. By a judicious expenditure of £8000 among the free and independent electors of that borough. he contrived to win a glorious victory for the constitutional party, which he had determined to represent. He sat for two years as the member for Hull. In 1783 he made himself very distinguished by opposing Mr. Fox's India Bill, and the next year he was returned for the County of Yorkshire, a seat which he retained during six successive Parliaments. He was now on the high road to fame. The friend of Pitt; a forcible speaker: possessed of great conversational powers, great brilliancy and fertility of idea; sweet in manner; enjoying an ample fortune, he was framed and fitted to be the idol of fashionable society. So ran the tenor of his life for some time; but ill health appearing, in 1784 and 1785, he travelled abroad with Isaac Milner, the Dean of Carlisle, a brother of his former schoolmaster, Joseph Milner. During that winter he travelled in the South of France, and other parts of Europe; and it was during these travels, and through conversation with his companion, that the remarkable and most blessed change passed over his character, which impresses itself more deeply than any other influence upon his life, through which he became practically and profoundly a Christian; and also in some distinctive manner, what is commonly known as an evangelical. On his return to England, after these travels, everybody in London perceived that a change had come over the brilliant and fashionable Wilberforce. He used to attend then the much frequented church of Mr. Scott, and he soon began to be intimate with the Clarksons and Thorntons, and the other great names identified with the cause of religion and philanthropy. His own department of the great philanthropic work, which the best and most serious men of England were then engaged in considering, he resolved should be the question of the slave trade, and in 1788 he was prepared to bring the question of the slave trade before Parliament, but was prevented by illness. In May of the following year, however, he laid before the House of Commons twelve propositions relative to the slave trade, and made that speech upon which Burke pronounced one of his imperishable eulogiums. Hc renewed his motion in 1791, 1792, 1794, 1795, 1796, 1798, and 1799. A continued accession of interest and of votes swelled the cause of those who were endcavouring to abolish the slave trade. He was in 1805 defeated, on a division, by seven votes only. Two years later the great measure for abolishing the slave trade was carried, amidst the congratulations and thanksgivings of all good men. In 1812, Wilberforce resigned his seat for Yorkshire, and sat in Parliament for some years longer as representative of some small borough. 1825 he retired from public life altogether. He was, however, spared some years longer, and he died in 1833, lamented by all those who love the rightcous; when, in obedience to the universal

sentiment, his remains were borne to the great Abbey which shields the dust of many of the greatest of England's sons, no tribute of veneration and gratitude was wanting to the memory of the departed. Royalty and social rank, religion, learning and law, seience and literature, each sent their representatives to that mournful pomp, and if less visible no less sincere was the grief that filled the hearts and homes of thousands of the humble and the poor; nor ever did those hallowed walls welcome to their protecting stillness the mortality of one more worthy of the tears and grateful recollection of this country and of mankind. Such, then, is a very hasty and brief view of the chief facts of his Let me now detail to you some of the features of his eharaeter. Criticism must approach such a subject with reverence. Even a generation which is accustomed to the flippant impertinence of professional reviewers ought to treat the endowments, natural and spiritual, of such a man as Wilberforce, with at least the similitude and shadow of respect. I do not mean that he was a man without blemish and defeets. I do not elaim for him any place in the ehronicles of preter-human virtue. He was a man among men, a man of like passions with ourselves. Freely must we admit that his college years were wasted, and that from the neglect of this golden period he never wholly recovered. We must also admit that the exquisite tenderness of his eonseience may sometimes have marred the elearness of his judgment, and embarrassed the promptitude of his action; and his sense of fairness and truth, which induced him always to qualify every statement, may have sometimes marred the usefulness of him as a public servant and Member of Parliament. A rigid ecclesiastical test might pronounce that his theology was of too neutral a tint, and ministers of the Charity Organisation Society might blame his benevolence as too indiscriminate and profuse. Nor ean those who believe that a strictly evangelical training is a certain preservative against Popery, reflect with complacency upon the fact that one of the most distinguished perverts in the earliest part of this century to Rome was a son of the disciple of Thomas Scott. These are blemishes, and yet it is certainly not my place, still less is it my intention, to dwell upon them with impertinent censure. It is a much more agreeable and a much more suitable task to turn to the bright and noble aspects of his character. His intellect was of a very high order. It was not perhaps of the highest order. He was not a statesman like Mr. Pitt; he was not a philosopher llke Mr. Burke; he was not a seholar like Mr. Gladstone; but in quiekness of parts, in variety of information, in fertility of idea, in readiness of resource, he was the foremost man of that generation. Madame de Stael-no mean judge in these matters-pronounced him to be the wittiest Englishman with whom she had conversed. Pitt said of him that he was a man of the greatest natural eloquenee to whom he had ever

listened in the House of Commons; and Burke declared that the great speech to which I have before referred, in which for nearly three hours he pleaded the cause of the slaves, was worthy to stand beside the loftiest oratorical achievements of ancient or modern times. His effect in Parliament was always great. His delivery was matchless, his voice perfect, his modulation without fault. Despite a smallness of figure (which could not even by conrtesy be called shapely), when he rose, the attention of the House witnessed no less to his powers as an orator than it did to the dignity and virtues of his character. It is said, however, that on the hustings he was still more effective than in the House of Commons. Perhaps some of you do not know the charming story which Boswell gives about him, when he made his famous speech in the Castle Yard, at York. It was in 1783, and Fox's India Bill was then before the country. Mr. Pitt had appealed, I think, to the country on that measure, and the country was in a state of agitation, Yorkshire saw a contested election. Wilberforce was the chosen candidate of the Government, and he came down to fight, single-handed, and comparatively nnknown. Boswell came to hear him in the Castle Yard, where something like 3000 freemen of the county were present, and Boswell tells as that he saw a man upon a table in the great yard, one whom he would call a shrimp; but as he listened the shrimp grew and grew, and grew until the shrimp became a whale. Such is the little allegory through which Boswell pays his tribute to the eloquence of Wilberforce. And that justifies the remark which I think Sir James Stephen makes, that it was on the hustings that Wilberforce achieved his greatest oratorical successes. Yet there was one other place at which he was more successful even than on the hustings. It was on the platform of a society like the Bible Society, or the Society for the Abolition of Slavery, that his eloquence was heard in its highest perfection. He appeared in all the power of his genius, in all the elevation of his piety. He stood before them to animate them when they were drooping, and guide them when they were perplexed; to check them if they were too presumptuous; to inspire all of them with something of his own fervid exhortation. But his colloquial powers are said even to have been greater than his oratorical powers. He is said to have been the best talker in England, equal in wit to Sydney Smith. His was not the conversation of a recluse like Joseph Addison; it was not the grand monologue or sententious wisdom of Johnson or Coleridge; it was witty, it was urbane, it was tender, it was playful, it was human, it was the conversation at once of a man who was well acquainted with all the ways of this world, and yet who habitually lived in an atmosphere far above them. But great as were his intellectual powers, his moral qualities were even greater. Sweetness of temper and kindness were the ground and foundation of his native character.

A constitutional gaiety, tempered by seriousness hardly less constitutional, were also his, together with a manner so winning, easy, and chivalrous, that it has been said of him that every man to whom he spoke seemed to be his brother, and every woman seemed to be his lover. No distinction of class altered his bearing and his address. He was a man keenly alive to every form and phase of the ludicrous, and yet was always ready to lend an attentive ear to tales the most grotesque, or yield an unflagging patience to an account of grievances the most sentimental. His sympathy was as wide as his benevolence was deep, and his character canuot be summed up better than it has been in the words of Robert Hall, who called him the incarnation of love. And upon this rich natural soil the seed of divine grace and divine love bore abundant fruit. He was a man of most exemplary self-discipline. He was a man who had a most serupulous and most religious eare of his time; a man who gave the most devoted preparation to every undertaking of his life; a man of inward self-examination and selfdeuial, of the most patient and prayerful study of the Holy Scriptures; a man, in short, who lived conspicuously and distinctly in the fear and the love of God. Two features I may single out. One, he was a man who sanctified all that he had to the highest purposes-the glory of God, and the good of mankind. His wealth, his talents, his influence, his eloquence, all the charms and all the resources that he possessed, were consecrated to this supreme and noblest of ends. Again, he was a man, who, with religious fidelity and serupulous pains, sought to preserve an ever-growing holiness. Amidst increasing labours, amidst growing responsibilities, amidst hours continually occupied by various and distracting engagements, despite of repeated vexations and disappointments, in the hour of honour, and of depression and weakness, he ever had before him the great day of the final account. These are the two features which distinguished his religious life perhaps more than any others. There is a fine stanza of the heathen poet, Horace, in which the public life and character of Wilberforce may well be summed up:

Justum et tenacem propositi virum, Non civium ardor prava jubentium, Non vultus instantis tyranni, Mente quatit solida

Si fractus illabatur orbis, Impavidum ferient ruinæ.

So much, then, for his character; so much for his intellectual qualities; so much for his moral and religious qualities. Let me now hurry on to trace out the development of these gifts. He was a man who was only identified with a political cause because politics were to him a means and an instrument to ends beyond themselves. No schemes of policy, of fluance, of law, occupied his brain. He

never took office, he was never decorated with a peerage, he never attached himself to either of the great parties in the State. He led at first the independent members, and when that small band of men broke up, he, for the most part, gave his support to the Government in power. In his early years, he, like Pitt, was a vigorous supporter of Parliameutary Reform, and, upon the whole he continued a steady and zealous advocate of it to the end of his public career. He courageously and consistently advocated the claims of Roman Catholic Emaneipation, and he opposed heartily the attempt made by Pitt's Government, in 1800, to abridge the benefits of the Toleration Act. The cause of Peace, Retrenchmeut, and Reform was always dear to him, and, in 1793, when he opposed with great intrepidity and force Pitt's war policy, he earned for himself the hot, and we may say the unjust, reproaches of those who generally sympathised with him in political matters, and they loudly abused him as a Democrat or a Jacobin. His conduct iu these particulars would lead us to suppose that he was what we should only eall a Whig or Liberal; but, on the other hand, there is another aspect which, to the Conservative portion of my audience, will give a pleasing view of his political character The elosing years of the eighteenth century were years of trouble and disorder without precedeut or parallel. The democracy of France, startled from a long lethargy, had risen and triumphed against its feudal foes. Intoxicated by success, and dizzy with the novelty of power, the French plebeians plunged into a desperate crusade against every ancient institution. Reserve, discriminatiou, moderation, were cast away. Having demolished the Government at home, they turned their energies against their neighbours, and then began that long and bloody struggle which eonvulsed Europe for more than twenty years. At the head of the adversaries of this democratic eruption Pitt took a decided stand. aud, while he filled the seas with British fleets, and meuaced the Continent with British expeditions, he waged a bitter war upon every form of sedition within the boundaries of the empire at home. The Habeas Corpus Act was suspended, the right of public meeting was nearly annihilated, spies and informers infested every corner of the kingdom. Even Coleridge was not free from the unpleasant attentions of Pitt's secret police. Dissenting ministers, of respectable character, were arraigned before magistrates for using language which the powers that were affected to believe to be the eloak of conspiracy and treason. It must be confessed that Wilberforce supported his friend, the Prime Minister, in most, if not all, of those severe measures. It is true that then he was wholly opposed to the French war, it is true that he was an advocate in the main of a principle of toleration; but during those trying years he deemed it wise that severe measures should be used. On one oceasion, at a crisis, he travelled to this city

of York in order to reconcile your wavering county to measures which, it seemed to them, bore an unwholesome resemblance to enactments of the Star Chamber. If we are to say that in this conduct there is something of duplicity, we must, I think, always remember the extreme gravity of the circumstances. There have been no circumstauces parallel to that crisis since, and we must remember that within the last two years the Liberal Government, in Ircland, confronted with circumstances less grave than those which Mr. Pitt had to meet, has resorted to measures, which do not exactly justify us in passing too severe a censure upon the conduct of Wilberforce. I do not say this with any desire to justify the measures then adopted by Pitt, or the action of William Wilberforce, but merely to qualify our view of the action which they then adopted. At any rate, we must all allow that the motives which ruled Wilberforce's conduct, however that conduct may be looked at upon its outward and superficial aspect, were of the highest and purest sort, though obedience to those motives may have led him to actions which we cannot always reconcile with principles and practices we have adopted ourselves. But while politics formed this considerable element in his life, it was in schemes of benevolence and morality that his time, energy, and interests were chiefly absorbed. The Society for the Reformation of Manners was the first department in which he developed his—I was going to say, and may say—his passion for moral reformation. The Bible Society was one of the channels in which his zeal manifested itself; the Christianization of India was a topic that lay near his heart. The reformation of prison life, the advancement of education, the relief of the indigent and distressed, and every form of moral improvement, upon a grander or lesser scale, appealed with direct and telling influence to his noble and generous sympathies. There is a story related by his biographers which is a beautiful illustration of his character. He was quite a young man-not more than 27 or 28—and still under the recent impressions of that great change which, in the providence of God, passed over him during the years of travel for his health in the south of Europe,—when he took up what we must call his new position in London. The first thing which occupied his care and his attention was to revive, I think, rather than to create, the Society for the Reformation of Manners. In order to secure its success, he determined to gather the names of some of the most distinguished noblemen aud gentlemen, both in London and in the country. Accordingly, he set on foot a tour through some parts of England for the purpose of getting their sanction and support. On one occasion, he visited the house of a nobleman, and upon being shown into the drawing-room, and having explained to the nobleman the business upon which he had called, and having requested him to favour him with his support, the answer which he received was

this: The nobleman led him to a side of the room, and there, standing before a picture of the Crucifixion, pointed to it and said, "Young man, do you see that? such is the fate of reformers like vourself." The crowning labour of his life was the abolition of the slave trade. It is impossible to speak too highly upon the tact. the patience, the energy, the zeal, the genius with which Wilberforce first initiated, and finally conducted to a triumphant issue, the most splendid campaign ever accomplished on behalf of oppressed humanity. We, in this blessed age—although we still lie under the incubus of a national evil hardly less great than that of the slave trade-we, in this blessed age, do not know auything of the guilt and the enormity of that accursed human traffic. The Asciento gave to this country the infamous monopoly of a 30 years' trade in slaves, and the right absolutely alone to import into the West Indies at the rate of 4800 a year. It has been computed that the traders of Bristol and Liverpool, in the century which preceded the passing of the Abolition Act, coutrived to convey from Africa to the colonies of England, France, and Spain, in the Western Indies, no less than 3,000,000 of Africans. Governor of Scnegambia, in 1766, declared in a letter which is now extant, that no fewer than 70,000 slaves had been annually exported from Senegambia, or that part of Africa, to America, for the last 50 years preceding the date of this letter. Such are some of the figures which reveal to us the enormity of the slave trade. But the mere numbers are the least distressing part of this terrible computation. It is more terrible to us to reflect that while the greed and the cupidity even of Englishmen were inflicting this enormous sorrow upon Africa, names venerated, and justly venerated -such names as Whitfield, Jonathan Edwards, such a society as the Society for the Propagation of the Gospel-were slave-owners to a larger or lesser degree: and thus the cupidity of commerce was endorsed and sanctioned by the high authority of religious professors and leaders. We, therefore, cannot be surprised to learn that at first the efforts of Wilberforce, although there gathered around him, and stood in firm, undivided phalanx, all the talent, virtues, and piety of the House of Commons of that day; although his eloquence was seconded and supported by the genius of Burke, Fox, and Pitt, yet for many years he laboured in vain even to reduce to any appreciable degree the sorrows of the oppressed On the other hand, it is impossible that we can adequately compute the blessings conferred, not only upon Africa, but upon civilized humanity, by the eventual triumph which, in the blessed providence of God, was vouchsafed to him. We must consider that the whole of Africa was delivered from a degrading bondage. We must reflect that through a long agitation, which Wilberforce instituted in this country, and conducted so successfully, the conscience of this nation was aroused, not merely to the condition of the slave population of Africa and the West Indian Colonies, but also to many other kindred topics upon which it had hitherto too long slumbered. And we must also remember that by the success which he achieved, he registered and recorded upon the page of human history an example not more splendid than it is imperishable, of what a single man may accomplish for the world. But your member for this great county was not content with exercising his eloquence, his time, his energies, his wealth, on behalf of the moral and philanthropic and religious improvement of his country and of his race. He also devoted himself, by means of his pen, to the same high object. He wrote a book—a book which was famous in its day—a book entitled, "A Practical View of the Prevailing Religious System of Professed Christians in the Higher and Middle Classes in this Country, compared with real Christianity." It was a favourite design of his. It occupied him, more or less, for many years, and when the book eventually appeared, it passed, in comparatively few years, through no fewer than 50 editions. Its author's eminence no doubt contributed to this remarkable success, Something, too, was due to a spectacle which was not, perhaps, in those days, and not altogether now, common, of seeing a member of Parliament appear as an apostle and advocate of righteousness. The eloquence of the writing, the fervour of the advocacy, no less than the eminence of the author, contributed to this success. Now the book is forgotten, or certainly never read. And the reasons are not very far to seek. The book was not, and was never designed to be, a great theological work. It therefore lacked the elements of permanent interest and durability. On the other hand, it was something more than a mere light and popular tract. No student of divinity would ever think of annotating the pages of Mr. Wilberforce's Review; and the squeamish piety of our generation would hardly draw its nourishment from a book which is garnished with quotations from Latin poets. And yet the book, although it is of comparatively transient value, marked an epoch, and produced a very deep and wide impression. It did so especially upon the higher classes of society. It is said that it was the book which consoled the dying hours of Edmund Burke. It was regarded as the sincere utterance of one who had no professional bias; who had no professional interest; who was pleading not for a party, not for a dogma, but for the cardinal and essential principles of practical and personal holiness. The book lacks method. It has no scientific divisions; its aim is practical rather than didactic. The treatment which it gives to the different subjects is simple and clear, but it lacks depth. If we were to compare it with such a work as Jeremy Taylor's "Holy Living," we should readily detect its failures and imperfections. I have now left only a few words to say as to the inward spring and secret sources of this wonderful and beautiful life.

That inward spring, those secret sources, are disclosed to us by the perusal of a journal which occupies so many pages of a long and voluminous biography. We must approach with reverence. We cannot go very far. In this journal we see what was the cause. and what was the safeguard of a piety so uniform, and a charity so boundless, of a sympathy so pure, so lofty, so disinterested. Every day he marked off one hour sacred to God. Every week he marked a sacred day; and there, in the penetralia of holiness, he scarched his spirit, he communed with his God; he reviewed all things, his engagements, his prospects, his successes, his defeats, his honours, his failures, his labour, and his renown. There he beheld them as they are, judged and gauged in the light of the divine countenance. There, in this period of solemn and solitary meditation, he became habitually and profoundly convinced of the vanity of all human things, considered in themselves: of the undying significance and the moral dignity of all human things considered in their relation to the Most High. And this we learn, not from elerical biographers, but from the repeated and continuous confession of his own most private journal. Thus he was ever full of hope and peace. Thus his inward being was continually refreshed by the help of a divine hand. Thus he was ever walking closer and closer with God. Thus he was enabled ever to be cheerful, ever to be a hopeful sympathiser with every project and prospect of human reform and human progress; and thus he maintained—and no man ever more deeply and habitually maintained it—thus he maintained a deepening sense of the presence of that Almighty and Omniscient Judge who chargeth even his angels with folly, and in whose sight the very heavens are unclean. And thus it was that Mr. Wilberforce stood before his generation, and thus it is that he stands before us, and every succeeding age, as the most illustrious, the most typical of English laymen. Thus he was something more than the great member of a great constituency; that he was something more than a distinguished speaker and writer; that he was something more than a mere Christian gentleman passing bright and starlike through the gay and shining seenes of fashionable society. was that he combined within himself all the most charming characteristics of modern enlightenment and diversified and delicate cultivation, and all the saintly attributes and virtues which have distinguished those who have been canonized among the saints and children of the Most High. I have laid before you, so far as I ean, a brief and very imperfect, but very sincere, tribute to the memory of your great representative. This only would I desire to draw from it, that we may all go upon our several ways enlightened, animated, and invigorated by the spirit which moved and ruled the life and conduct of William Wilberforce; that we may not have listened to the story of his life, to the annals of his success, and the chronicle of his glory merely as to a pleasing

tale, merely as to a moving and pathetic song, but that we may draw from it a practical inspiration, a moral, persuasive, and religious motive, which shall make us wiser, better, nobler, and more heavenly-minded than before. (Applause.)

Mr. A. H. Russell, Hon. Treasurer of the School, proposed a vote of thanks to Mr. Marston for his eloquent and interesting lecture.

Mr. Hall, of Swansea, seconded the proposition, which was supported by the Chairman, and carried unanimously.

Mr. EDWARD WILBERFORCE proposed a vote of thanks to the Chairman.

Mr. E. Wade, J.P., seconded, and the motion was carried.

The CHAIRMAN, in replying, again wished to thank Mr. Marston for the eloquent treat he had given them; and hoped the Celebration of the Jubilee would be found to promote the interests of the blind in the Country generally.

The following is a copy of the Contents of the beautifully Illuminated Address which Heer Meijer, of Amsterdam, so gracefully presented to the noble President, on the occasion of the County Meeting, July 16.

[COPY.]

IN COMMEMORATION

OF THE

WILBERFORCE MEMORIAL JUBILEE, 1883,

OF THE

YORKSHIRE SCHOOL FOR THE BLIND.

ESTABLISHED AT THE MANOR HOUSE, YORK.

SUPERINTENDENT: A. BUCKLE, B.A.

PRESENTED TO THE MANAGING COMMITTEE (THE RIGHT HON. EARL FITZWILLIAM, K.G., President),

WITH THE MOST EARNEST WISHES FOR ITS PROSPERITY, AND THE MOST SINCERE
ASSURANCE OF WELL DESERVED SYMPATHY.

Name.	Office.	Sit. of Blind Institution. F	habrun'	of	umbe Pupi F.	
A. Brandstacter	Teacher	Steglitz, Berlin	1806	35	31	66
F. J. Campbell	Principal	Norwood	1872	91	53	144
P. Goodhuys	Director	Society for providing Employment for the Blind, Amsterdam.		70	30	100
					. Sec.	
Saml. S. Forster	Principal	Worccster	1866	21	12	33
	*			M.	\mathbf{F}_{\bullet}	
S. Heller	Director	Hohe Warte, Vienna	1870	28	10	38
T. Hey	Principal Teacher	Hamburg	1830	9	23	32
G. Hofer	Director	Berne	1837	29	39	68
F. A. Jansen		Grave, Holland	1859	26		26
Marek Makowski	**	Lemburg	1851	15	12	27
J. H. Meijer	**	Amsterdam	1808	39	24	63
	,,	Hanover	1843	77	34	111
F. Metzler	,,	Copenhagen	1811	64	31	95
J. Moldenhawer	11	Vienna	1804	47	28	75
M. Pablasek	17	Friedberg, Hessc	1850	12	8	20
J. P. Sehaefer	,,	Brünn	1844	44	22	66
J. Schwarz	"	200	1876	41	29	70
L. Simonon	12	Namur	1862	54	32	86
W. Fcreher		Kiel				
H. C. Kersy	Dircctriee	Benekom, Holland	1880	11	4	15
U. Wolff	Inspector	Munich	1826	47	43	90
R. Zeyringer	Director	Gratz (Steirmark)	1881	16	6	22.

The following Address was received from Herr Schild, of Frankfort, shortly after the County Meeting.

[TRANSLATION.]

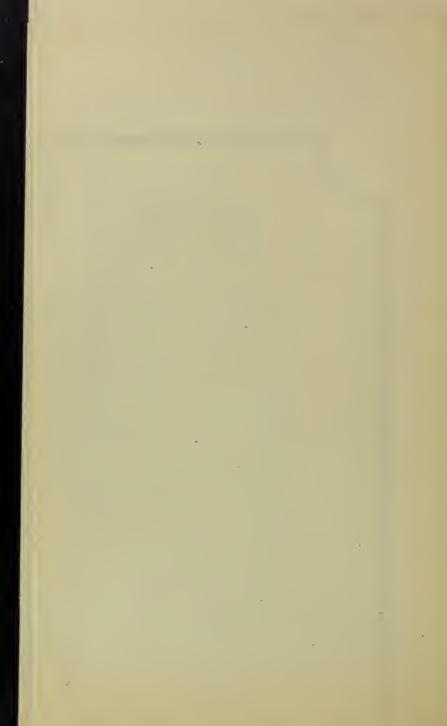
THE UNDERSIGNED OFFER TO THE HIGHLY ESTEEMED

COMMITTEE OF THE YORKSHIRE SCHOOL FOR THE BLIND, ON THE OCCASION OF
THE CELEBRATION OF THE FIFTIETH YEAR OF THE EXISTENCE OF

THE INSTITUTION, THEIR SINCERE WISHES FOR PROSPERITY AND BLESSING.

Pablasek	Director	Blind Institution,	Vienna	founded	1804
	Interim Director	19	Stoglitz, Berlin	ι ,,	1806
Büttner	Director	,,	Dresden	31	1809
Klosse	Teacher	,,	Breslau	,,	1818
Wolff	Inspector	,,	Münehen	,,	1826
Sommer	Director	,,	Ilvesheim	"	1828
Hey	Teacher	,,	Hamburg	,,	1830
Sehild	Inspector	,,	Frankfurt -am-Main	11	1837
Meeker	Director	"	Düren	,,	1845
Lesehe	11	,,	Soest	2.2	1845
Sehoen	11	"	Königsberg i P	r ,,	1846
Neumann	11	11	Neu-Torney	17	1850
Makowski	11	"	Lemberg	11	1851
Wittieh	Interim Inspecto	r ,,	Bromberg	11	1853
Kunz	Director	,,	Illzaeh	11	1857
Oehlwein	1)	11	Weimar	11	1858
Steinkauler	,,	11	Wiesbaden	,,	1860
Ferehen	11	13	Kiel	"	1862
Von St. Marie	73	11	Leipzig	"	1863
Wulff	11	"	Neukloster	11	1864
Heller	,,	"	Hohe Warte, Vienn	& ,,	1870
Entlieher	33	11	Purkersdorf Vienn	a ,,	1873
Kull	,,	22	Berlin	11	1878







THE WILBERFORCE MEMORIAL JUBILEE FUND.

This Fund has for its object,

- 1. The extinction of the rent, £115 per annum, payable to Government.
- 2. The founding of a Department in connection with the School for the purpose of teaching handierafts to those who have lost their sight after the age of 16.

The Committee frequently receive applications for help on behalf of such cases, and, as the Rules fix the age of admission between 10 and 16, the Committee have neither the power to help them nor the funds which might enable them to do so. The Managers, therefore, hope that the year 1883 may be marked by such an addition to the funds at their disposal as will enable them to accomplish the objects for which the fund is opened.

Subscriptions or Donations may be forwarded to the Treasurer, Mr. A. H. Russell; or to the York Union Bank.

F. J. MUNBY,

Hon. Secy.